

# Kentucky Alternate Portfolio Assessment



## TEACHER'S GUIDE 2005-2006

Commonwealth Accountability Testing System

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## INTRODUCTION

Within the pages of the Kentucky Alternate Portfolio Assessment Teacher's Guide can be found the latest information for improving student performance and alternate portfolios. This information closely links with curriculum content in the Kentucky Department of Education (KDE) Program of Studies and Core Content for Assessment. It includes participation guidelines, components of an alternate portfolio assessment, entry development information, scoring clarifications, and necessary forms. This guide plus additional information can be found on the KY Alternate Portfolio web page at: [www.ihdi.uky.edu/kap](http://www.ihdi.uky.edu/kap). This information is consistent with Individuals with Disability Educational Act Amendments of 2004 (IDEA 04) and No Child Left Behind (NCLB, 2001) key components of which follow:

- IDEA 04
  - participation must be determined by IEP Team
  - participation in regular assessment (with or without accommodations) or alternate assessment
  - reports of results in same manner and same frequency as other students' results
  - requirement to develop participation guidelines and an alternate assessment
  - requirement that the IEP must include benchmarks or short-term objectives which enable the child to be involved in and progress in the general curriculum
  - improvement of teaching and learning
- NCLB
  - measures achievement of all students
  - allows some students to be assessed on alternate achievement standards
  - assesses content standards
  - involves multiple measures, including measures of higher-order thinking and understanding
  - measures progress over time
  - focuses on improving teaching and learning
  - requires annual assessments in reading and math in grades 3 – 8 and once at high school; requires science once at each level (elementary, middle, and high school). Changes to meet these requirements will not take place until the 2006-07 accountability cycle.
  - Peer Review guidance under NCLB requires alternate assessments to be linked to grade level content standards. Changes to meet this requirement will not take place until the 2006-07 accountability cycle.

The KY Alternate Portfolio is primarily a collection of student work compiled over as long a period as 3 years. While, for the most part, it is comprised of student products, work samples, and graphs, the portfolio may also include peer/teacher notes, data sheets, video/audio tapes, and photographs. There are five content area entries at each level from

which the holistic score is derived. These are:

- 4th grade: language arts, math, science, social studies, and a choice of one other entry from either arts and humanities or health and physical education (p.e.)
- 8th grade: language arts, math, vocational (career exploration), and 2 choices from science, social studies, arts and humanities, or health and p.e.
- 12th grade: language arts, vocational, and 3 choices from math, science, social studies, arts and humanities, or health and physical education.

Besides these 5 content areas, there are several other required components, some of which mirror the components of the writing portfolio required of all students in Kentucky as a part of the general assessment. These pieces are:

- table of contents
- letter to the reviewer reflective of the portfolio contents/process and demonstrating the student's mode of communication
- signed letter from the parent/guardian validating the contents of the portfolio
- individualized daily, weekly, or monthly schedule in the student's mode of communication with a description of its use and documentation of student use
- job exploration at the 8<sup>th</sup> grade level
- formal resume at the 12th grade level
- student mode of communication consistently evidenced throughout and explicitly demonstrated in the letter to the reviewer and student schedule

Kentucky's assessment systems, both the former KIRIS and now CATS, set a national precedent by including ALL students in the assessment and accountability system. This precedent is reflected in the IDEA 1997 amendments. The inclusion of students with disabilities in the assessment and accountability system is critical in order to insure appropriate allocation of resources and learning opportunities for these students. While we in Kentucky have clearly led the way, our challenge is to continually improve results for ALL students.

## **History**

The Kentucky Alternate Portfolio Assessment was the result of comprehensive Kentucky Education reform in 1990. Because of this sweeping legislation, schools in Kentucky control curriculum and instructional decisions while being held accountable for student progress on a specially designed combination of multiple-choice and performance assessments. These assessments are based on a common set of six learning goals, 54 Academic Expectations, a Program of Studies, and Core Content for Assessment. All students in Kentucky must have attained a level of proficiency on these learning goals and academic expectations by 2014.

The Alternate Portfolio was designed for the 1% of the population for whom traditional assessments (writing portfolios, multiple-choice tests, etc.), even with modifications, would be an inappropriate measure of progress. In addition, students completing Alternate Portfolios may score at high levels, thereby contributing positively to a school score. Students completing alternate portfolios in middle or high school will be working toward a Certificate of Program completion and not a high school diploma. Completion

of an alternate portfolio accomplishes the following results:

- ensures that students with significant challenges will be represented in a school accountability system;
- provides multiple ways for the IEP team including general & special education teachers, families, and students to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in age appropriate, general education, grade level curriculum.

## **Philosophy**

Kentucky's educational reforms are based upon the principle that schools must be held accountable for the progress of their students. Frequent, meaningful testing is required to assess the extent of student progress toward proficiency. Accurate and understandable reporting is required so that all stakeholders in Kentucky education have the data needed for making effective decisions concerning school policies, programs and curricula.

The Commonwealth Accountability Testing System (CATS) is designed to improve teaching and student learning in Kentucky. CATS includes the Kentucky Core Content Test, a nationally norm-referenced test, the CTBS/5 Survey Edition, writing portfolios and prompts, and the alternate portfolio for students with severe to profound disabilities. ([www.kde.state.ky.us](http://www.kde.state.ky.us))

Kentucky's Alternate Portfolio Assessment represents a comprehensive, multi-disciplinary assessment as opposed to a single curriculum area and models a holistic approach to student learning and progress. Portfolios showcase student work so that learning across life long academic contexts can be assessed in a comprehensive way. The philosophy of performance-based assessments such as portfolios support a method of student evaluation that:

- allows students to demonstrate strengths, knowledge, skills, and independence,
- merges the processes of instruction and assessment,
- encourages the student to engage in learning that is meaningful and appropriate, and
- provides multiple measures for assessing student learning.

In effective learning environments, assessment and instruction are inexorably linked. High quality assessment practices provide information upon which to base ongoing development of a curriculum that is responsive to student needs.

## **Distinguished Programs for Students with Moderate and Severe Disabilities**

Programs described as the most effective for students with moderate and severe disabilities encompass common key elements. These allow students to access and progress in the general curriculum as mandated by IDEA 97, work collaboratively with

peers to enhance learning and prepare for working environments, and develop self-determination skills that lead towards independence and quality of life. Many of these are reflected in the program strands in the Program of Studies Implementation Manual for the Certificate Program for students with severe disabilities. These program strands include:

- opportunities for choice and instruction in decision-making that leads to self-advocacy,
- partnerships with families in the development of the Transition Plan and IEP,
- related services (speech/language, physical/occupational therapy) provided through a transdisciplinary approach,
- goals and objectives from the student's IEP embedded into real-life activities with natural performance demands. These can occur in general education classes and/or the community depending on the age and preferences of the student: standards based IEPs will make this connection most effectively,
- maximum opportunities for positive, sustained interactions with non-disabled peers with the goal of developing supportive social networks,
- a range of curricular options from the Program of Studies,
- continued instructional focus on skills and supports necessary for a successful transition to adult life in the community, and
- use of materials, accommodations, assistive technology, and instructional techniques that are commensurate with chronological age.

The development, implementation, and documentation of high quality educational programs for students who participate in the alternate assessment will be positively reflected in Kentucky Alternate Portfolio scores. These high quality programs will be founded in best practice, daily classroom instruction which includes:

- Delivering standards based instruction through learning activities based within the age appropriate, general education curriculum and provided to students in an accessible manner. Evidence of this instruction will be reflected in the **Standards** dimension.
- The monitoring of student progress on skill acquisition (including programmatic adjustments based upon data analysis). Evidence of data based decision making that results in student progress will be reflected in the **Performance** dimension.
- Affording instructional opportunities to generalize skills with a variety of general education and other authentic settings. The general education setting should be the primary learning environment for all students. Evidence of these instructional opportunities will be reflected in the **Settings** dimension.
- Providing natural supports from general education teachers who deliver instruction to all students and from general education peers through cooperative learning situations; providing appropriate curriculum and material adaptations, modifications, and assistive technology necessary for the student to access the general curriculum. Evidence of these opportunities and accessibility will be reflected in the **Support** dimension.

- Making sure that all students have opportunities to interact as equally valued members of the school community. Evidence of these interaction opportunities will be reflected in the **Social Relationships** dimension.
- Instruction students to make appropriate decisions regarding their own learning. Evidence of this instruction will be reflected in the **Self-Determination** dimension.

The key to improving alternate portfolio assessment scores, as is true for general assessment, is to improve the quality of programming for students. It is unethical to hold students responsible for improvement in scores when programs do not first provide high quality instruction and opportunities. All of the above program quality components are also considered effective practice for general education students.

*The Commonwealth Accountability Testing System (CATS) is designed to improve teaching and learning in Kentucky...including alternate assessment.*

<http://www.education.ky.gov>

## PARTICIPATION GUIDELINES

### Participation in the Alternate Portfolio Assessment

The Alternate Portfolio was developed to reflect the application of Kentucky's Learning Goals and Academic Expectations for students with moderate to severe cognitive disabilities.

In order for a student to participate in the Alternate Portfolio Assessment Program he/she must meet **ALL** of the following criteria:

1. The student's demonstrated cognitive ability and adaptive behavior itself prevents completion of the general ed. course of study even with program modifications and/or accommodations;
2. The student's current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary in school, work, home, and community environments;
3. The student's inability to complete the course of study may not be the result of excessive or extended absences; or it may not be primarily the result of visual or auditory disabilities, specific learning disabilities, emotional-behavioral disabilities, or social, cultural, and economic differences;
4. The student is unable to apply or use academic skills at a minimal competency level in natural settings (i.e., home, community, or work site) when instructed solely or primarily through school-based instruction;
5. The student is unable to acquire, maintain, generalize skills, and demonstrate performance without intensive, frequent, and individualized community-based instruction; and
6. For a student with disabilities who is age-equivalent to an 12th grader, 18 years old, or who is in his/her last anticipated year of school (see Section 1, B.2), the student is unable to complete a regular diploma program even with extended schooling, program modifications, and accommodations.

Students who do not meet **all** of these criteria **CANNOT** participate in the Alternate Portfolio Assessment.



The Admissions and Release Committee for the student with disabilities:

- A. determines and verifies in the student's Individual Education Program (IEP) that the student meets all of the participation guidelines for the Alternate Portfolio Assessment and
- B. documents in writing in the student's record the basis for the decision, using current and longitudinal data such as the following:
  - performance data across multiple settings,
  - behavior observations in multiple settings,
  - adaptive behavior, and
  - continuous assessment of progress on IEP goals/objectives.

The issue of whether a student participates in alternate assessment or CATS is secondary to the decision of whether a student is working towards diploma or certificate of completion. The participation guidelines for certificate program and alternate assessment are the same. (701 KAR 5:070).

Further explanation of participation guideline follows as well as the Participation Guideline Form. The form should be filled out at every year ARC when determining whether a student should participate in general or alternate assessment.

*We will not successfully restructure our schools until we stop seeing diversity in students as a problem.*

*- Grant Wiggins*

## PARTICIPATION GUIDELINES FOR THE KY ALTERNATE PORTFOLIO ASSESSMENT

Student Name \_\_\_\_\_  
 DOB \_\_\_\_\_ Disability \_\_\_\_\_  
 School/ District \_\_\_\_\_

Students eligible for the KY Alternate Portfolio Assessment shall submit a completed alternate portfolio at the elementary, middle school, and high school levels. Alternate Portfolios shall be completed as follows:

<b>Elementary</b>	Fourth grade, no later than the school year in which the student is eleven (11) years old on October 1
<b>Middle School</b>	Eighth grade, no later than the school year in which the student is fifteen (15) years old on October 1
<b>High School</b>	The student's last anticipated year of school

Complete Section 1 for **all** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **and** 2 for students who are in middle school or high school. Attach additional pages, if necessary.

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

### Section 1 (for all students)

Y	N	has a current IEP;
Y	N	current and longitudinal data across settings in all relevant areas, including progress; monitoring and adaptive behavior have been reviewed and documents the ARC decision;
Y	N	demonstrates cognitive ability and adaptive behavior which prevent completion of the course of study, even with program accommodations or modifications or both; Documentation _____ _____
Y	N	current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in domestic, community living, recreational/leisure, and vocational activities in school, work, home, and community environments; Documentation _____ _____

Y      N      the student's inability to complete the course of study is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences; and  
Documentation \_\_\_\_\_

Y      N      the student is unable to apply or use academic skills at a minimal competency level in natural settings when instructed solely or primarily through school-based instruction.  
Documentation \_\_\_\_\_

Y      N      participation in the Alternate Portfolio Assessment is stated in the IEP

**Section 2      Complete for middle and high school students.**

Y      N      the student is unable to complete a regular diploma program even with extended school services, schooling, program accommodations or modifications or both;  
Documentation \_\_\_\_\_

Y      N      the student is unable to acquire, maintain, or generalize skills, and to demonstrate performance without intensive, frequent, and individualized community-based instruction;  
Documentation \_\_\_\_\_

Y      N      Admissions and Release Committee members agree that this student meets the participation guidelines for the Alternate Portfolio Assessment Program. The student will be excluded from other state-required assessment components; and

Y      N      participation in the Alternate Portfolio Assessment is stated in the IEP.

**ARC Member Signatures**

**DATE**

ARC Chairperson \_\_\_\_\_

Special Education Teacher \_\_\_\_\_

General Education Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Other \_\_\_\_\_

*Documentation on decision of how the student will participate in the alternate assessment is required on the IEP. This form is recommended but is not an official IEP document.*

### **Determining Point of Accountability Based on Age**

Students who meet all of the participation guidelines for the Alternate Portfolio Assessment are to submit a completed alternate portfolio once each at the elementary, middle, and high school levels. As required in IDEA and 707 KAR Chapter 1, the participation guidelines must be reviewed annually. The alternate portfolio scores are to be included in the accountability data at or within a year of the ages at which students without disabilities normally progress through the 4<sup>th</sup> and 8<sup>th</sup> grades, and at age 18 or during the last year the student is being served by a Kentucky public high school. It is highly recommended to have students participate according to grade level and not complete early or attempt to delay assessment. These ages are defined as:

“4<sup>th</sup> grader” is any student who is 9 or 10 years old but no older than 11 on October 1<sup>st</sup> of the year of the assessment in question,

“8<sup>th</sup> grader” is any student who is 13 or 14 years old but no older than 15 on October 1<sup>st</sup> of the year of the assessment in question,

“12<sup>th</sup> grader” is any student who is 18 years old or in the last anticipated full year of school.

If a student with disabilities turns 21 years old during a school year, the student may “age out” of school without completing the school year and participating in the state-required Assessment and Accountability Program (e.g., a student exits school after becoming 21 years old in January). If this is a possibility, the student must be included in the assessment during the school year prior to turning 21 years old. In order to prevent this situation, **students are strongly encouraged to submit an alternate portfolio at age 18 or 12<sup>th</sup> grade**. This will serve as the exit year portfolio.

While the Department strongly advocates for the proper educational placement and assessment of students with disabilities, any decisions that result in a student being assessed at the higher age limit associated with a particular accountability grade must include provisions to ensure that the student participates in the assessment component(s) associated with the grade they are passing on or through (i.e., students participate in all elementary, middle, and high school assessment components).

### **State Agency Children**

“State agency children” means those children of school age committed to or in the custody of the Cabinet for Human Resources operated or contracted institution, facility or day treatment program, or placed or financed through the Cabinet for Human Resources in a private facility pursuant to child care agreements other than those for foster care; and those children of school age in home and community based services provided as an alternative to intermediate care facility services for persons with a mentally disability as governed by KRS 158.115(1)(a).

“State agency children” shall have the same assessments administered as other public school youth in A5 and A6 schools as specified in 701 KAR 4:080. The... results of

the assessments shall be included in the accountability index of the last A1 school the youth attended prior to admittance to a state agency program or the A1 school the youth would have attended if the youth had remained in that local school district.

“State agency children” shall develop portfolios consistent with the content requirements of the state’s assessment program. A youth’s portfolio shall be sent to the receiving school as part of the educational records when the youth transitions from the state agency program”  
(905 KAR 7:250, Section 4(5)).

### **Determining Participation**

For students receiving instruction in home/hospital settings (i.e., homebound instruction, not home schools), school personnel must determine on an individual basis how each student will participate in the state-required Assessment and Accountability Program. The decision must be documented for each student. The options for participation are:

1. The student participates fully or
2. The student is exempted from the state-required test and/or the writing portfolio only upon verification by a physician of an illness or injury that prohibits the student from participating in one or more assessment components. An Alternate Portfolio medical exemption request along with physician signature must be filed and submitted to the Alternate Portfolio Office and to the Office of Assessment and Accountability at Kentucky Department of Education marked to the attention of Kathy Moore. A request for a medical exemption must be submitted to both offices no later than mid-January of the accountability year. A copy of the form is included in the appendix of the DAC guide. Medical exemptions are not readily approved for students participating in alternate portfolio assessment in view of the fact that it is evidence collected during instruction and can be collected over a 3 year period. Simply applying for the medical exemption does not automatically mean that the medical exemption will be granted.

### **Participation of Students with Disabilities in Home/Hospital Settings**

If a student with disabilities is receiving instruction temporarily or long-term in a home/hospital setting, the Admissions and Release Committee or 504 Committee follows the procedures described in Section 1 of this document and all federal and state requirements related to due process. Students that meet all participation guidelines for the Alternate Portfolio Assessment and are receiving instruction in home/hospital settings shall participate in the Alternate Portfolio Assessment unless the student has an injury or illness verified by a physician in accordance with the procedures described in Section 4,A.2 of the Program Advisory and 704 KAR 7:120.

### **Inclusion of Students with Disabilities in the Measure of the Percentages of Students Making Successful Transitions to Adult Life**

With the exception of students who meet the participation guidelines for the Alternate Portfolio Assessment, schools that serve students with disabilities will be held

accountable for these students' successful transition to adult life using the same standards applied to calculate this nonacademic indicator for all other students.

Students who meet the participation criteria for the Alternate Portfolio Assessment may be considered to have made successful transitions to adult life if they:

1. make a successful transition to adult life as defined for the general population of students, or
2. enroll as a full- or part-time student (no less than ten hours per week) at a post secondary vocational school or adult education program preparing students for integrated work, or
3. work in an integrated setting (for at least 10 hours per week) where the majority of workers are not disabled and/or are participating in supported employment (*P.L. 99-506 defines supported employment as competitive work in an integrated work setting with ongoing support services for individuals with severe disabilities*).

Graduates transitioning to community rehabilitation programs shall be considered successful if the post-secondary training/employment takes place in an integrated environment.

*"Education is not preparation for life, it is life itself"*

*-John Dewey*

## ALTERNATE PORTFOLIO REQUIRED COMPONENTS

A complete portfolio will include the following items:

- a table of contents (use form located in appendix or can be written, pictorial, audio/videotape),
- a letter to the reviewer in student's mode of communication that is reflective of portfolio contents (written, pictorial, audio/videotaped), When done in collaboration with teacher, parent, peer, etc., it must be noted how the student was involved in the development,
- a signed letter from the parent/guardian validating contents of the portfolio (a form letter with space for comments can be used),
  - in the case that a parent/guardian signature can not be obtained, evidence of at least 3 valid attempts to have the parent/guardian validate the portfolio must be documented and included in the portfolio,
  - in the case of student who has reached the age of majority (18) and has not been adjudicated to the guardianship of an adult, he/she should validate the contents of his/her own portfolio and should have a responsible adult of his/her choice who is not affiliated with the school also validate the portfolio,
- an individualized daily schedule in the student's mode of communication with description and documentation of student use,
- 8<sup>th</sup> grade: career exploration,
- 12<sup>th</sup> grade formal resume/12<sup>th</sup> grade vocational entries,
- student mode of communication consistently evidenced throughout, and
- five entries from the following areas (official entry cover sheets are required and can be found in the Entry Cover Sheet section or from KAP Silver software program).

Entry Type	Fourth Grade	Eighth Grade	Twelfth Grade
Language Arts	X	X	X
Math	X	X	C
Science	X	C	C
Social Studies	X	C	C
Arts & Humanities	C	C	C
Health & PE	C	C	C
Vocational	N/A	X	X

**X = Required**

**C= Choice**

**N= Not Applicable**

These entry types are directly linked to the Academic Expectations in Transformations, the Program of Studies and Core Content for Assessment. These documents along with Combined Curriculum Documents and Sample Curriculum Maps are available on KDE's web site [www.kde.state.ky.us](http://www.kde.state.ky.us) . Coupled with

collaboration among teachers in the building, these documents should yield a wealth of ideas for entries that also support the participation in general education classrooms. Suggestions for developing entries can be found in the Entry Development section and on Guided Development CD (also located on the KAP web site: [www.ihdi.uky.edu/kap](http://www.ihdi.uky.edu/kap) ).

### **Rationale for Required Components**

The **Letter to the Reviewer** provides the student and others involved in the development of the portfolio to review the portfolio contents and reflect on the learning that is evidenced. This helps provide ownership of the portfolio and showcases accomplishments. **It must be in the student's mode of communication.**

The **Parent/Guardian Validation letter** provides an opportunity for the parent/guardian to review and verify the contents of the portfolio and alignment to ongoing instruction. The inclusion of this documentation serves to reinforce the importance of collaboration between school and home. While the only requirement is to have the parent/guardian as a member of the IEP team help in determining assessment participation and review the final portfolio, it is recommended that the parent/guardian have continued involvement in portfolio development.

An individualized **Schedule** serves many important functions:

- it teaches the student to organize his or her day, deciding when and where to do things which in turn fosters independence and self-determination (Kleinert & Kearns 2001),
- it aids communication, offering the student the ability to develop and utilize receptive and expressive communication skills for varying tasks and routines, and
- it positively affects behavior by helping students transition from one activity to another, providing visual representation of task at hand and task completion, and offers the student an element of control over the school day. The student schedule must be in the student's mode of communication.

Considering the impact that a schedule can have, it is important to design one which the student can easily access. This refers to expressive and receptive communication as well as how the student accesses information (e.g., written word, picture symbols, and objects). It is also important that the schedule be portable and individualized for each student. Classroom wall schedules limit the student to one setting and are not easily individualized. The student schedule must be in the student's mode of communication.

The resume required at the 12<sup>th</sup> grade must be typed, formal and ready to turn into a prospective employer. The resume provides the student an opportunity to gather all personal, educational, and employment information for future use. The resume must be completed by or in collaboration with the student but does not need to be typed by the student. It must be typed, have dates (e.g., education and work experiences) and be placed on plain or resume paper so that it will be appropriate for a wide variety of potential employers. The vocational entry may contain additional types of employment information such as a Customized Employment Portfolio (Kentucky's Community Based



Work Transition Project, [www.ihdi.uky.edu/cbwtp](http://www.ihdi.uky.edu/cbwtp)).

Eighth grade **Career Exploration** should be as stated – exploration of career options. As many eighth graders do as part of the curriculum, students should learn about careers and possibly research relevant information. This may include general education classroom projects, research projects, interviewing various employers, observing at business, etc. There should be documentation of at least 3 career exploration activities in the 8<sup>th</sup> grade vocational entry. It does not mean that 8<sup>th</sup> graders should have jobs. Additionally, the 8<sup>th</sup> grade vocational entry may include information on development of good work habits which can be part of general class routines (e.g., responsibility for materials, on time, following rules, etc.). Jobs outside of typical school jobs are highly discouraged as a means to fulfill this requirement. Note that typical school jobs are those that all students do and are considered prestigious.

The **Standards** dimension provides information on the breadth of Academic Expectations in which the student is provided meaningful/accessible instruction. Access and progress within the general curriculum is mandated by IDEA 97 and expected to be retained and strengthened in the reauthorization of IDEA. While No Child Left Behind regulations refer to alternate achievement standards to denote proficiency, it requires all students to be assessed on the same, high quality content standards. It is imperative to provide ongoing instruction of the academic expectations and that the instruction is accessible by the student. Just sitting in a general education room or completing the same work with physical assistance would not evidence that the student had been provided meaningful access to the standards.

The **Performance** dimension provides the depth and difficulty of student learning within the standards/academic expectations. As stated in the previous paragraph, IDEA 97 states there must be both access to and progress within the general curriculum. Each content area entry is expected to have **one** targeted skill that addresses the content area. This provides documentation that the student is not only being provided instruction on the skill within the standards but additionally, the student is:

- making progress on the standards based content area targeted skill (depth) and
- working with age appropriate instructional materials and activities (difficulty).

The **Settings** dimension provides evidence that the student has been provided the opportunity to generalize skills and standards to a variety of integrated settings. The primary learning environment should be the general education classroom as much as feasible per IDEA 97 and researched best practice literature. The general education classroom/learning environment offers the following advantages as described by Zemelman, Daniels, and Hyde (1998):

- Collaborative – allowing development of social skills, learning from one another, receiving extensive feedback, developing cooperative working skills.
- Democratic – development of a democratic individual, opportunity to exercise choices, opportunities to negotiate conflicts and develop respect for individual differences and cultures.
- Challenging – opportunities to have instruction be student directed, high

expectations set, and development of self-determination.

Furthermore, Wehmeyer (2002) states, “Nevertheless, it is time to move the discussion from *where* to *what* by answering the *where* question as, to paraphrase IDEA 1997’s definition of the general curriculum, the same *educational environment* as for non-disabled children.” Once a skill is taught in the general education environment, it should then be practiced or applied in a variety of integrated learning environments. It is important to have integrated environments in preparation to be part of the community as a whole.

The **Support** dimension provides documentation of both support provided by people and by adaptations, modifications, and assistive technologies. Jackson (2002) describes a support model in which supports are provided to the student to enable credible access to the curriculum and learning. Supports can be natural support from peers, co-workers, general education teachers, and others who serve the general population and not specifically hired for a person with disabilities. Supports can also be adaptations, modifications, and assistive technologies that afford the student access and independence. When viable supports are added, students are able to access and progress in the general curriculum, actively participate in general education instructional environments, and develop self determination skills. Thus, selected supports should be thoughtfully individualized and implemented.

The **Social Relationships** dimension provides evidence that the student is spending time and space with non-disabled peers. One expected outcome is to develop social relationships that will assist the student socially when in school and in the community. An additional expected outcome is to provide high quality learning environments in which students are working and learning from each other. The creation of a community of learners has gained much attention and is felt to offer effective instruction and build a strong sense of community (Gee, 2002). Social constructivists suggest that learning and processes are enhanced by interaction with others (Wehmeyer, 2002).

The **Self-Determination** dimension provides documentation that the student has been instructed on and practices daily skills important in developing the skill of self-sufficiency. The dimension first focuses on making choices:

- everyday choices or choices with a low impact on learning in which the student chooses things such as colors, pencils, favorites, etc., and
- instructional choices or choices with a high impact on learning in which the student makes choices that help improve performance on identified skills such as the best way to practice, what adaptation to use, who is a good working partner, etc.

The dimension also looks at planning, monitoring, evaluation, and use of evaluation to improve performance:

- Planning is preparing for learning and instructional tasks, this may include planning for steps, materials, or setting learning goals. This is valuable in becoming independent in future working and living environments.
- Monitoring can be checking off steps or materials as completed and/or reviewing

steps of performance in order to identify needed areas of improvement. This is an important skill in future working and living activities.

- Evaluation using monitoring and/or data to determine quality of performance on the identified skill. This is a crucial skill in developing quality and independent work/living skills.
- Use of evaluation is using the evaluation to correct/practice on needed areas in order to improve. This skill allows the student to be a more self sufficient adult, not continually relying on directions from others.

## KY ALTERNATE PORTFOLIO CODE OF ETHICS

### Portfolio Ownership

Consistent with CATS portfolio policy, **students must have primary ownership** of their portfolio. Any intervention from teachers, peers or others should enhance rather than remove or diminish that ownership. At no time should a student's portfolio performances be characterized as teacher, peer, or parent authored. Teachers, parents, friends, and peers assume support roles as listeners, responders, and encouragers.

In addition to portfolio ownership, the following ethical cautions must be considered in assisting students with disabilities to develop their own portfolios. The presence of these things may lead to a lowered portfolio score:

- The use of language that assigns a label to the student represents a violation of confidentiality. Statements like "The student attends an FMD classroom" or a picture of the classroom door that says "FMD classroom" suggest that the label applies to any student in the class.
- Descriptions of student behavior that provide a negative image of the student.
- Teacher authored material in places other than the entry cover page.
- The use of any accommodation/assistive device that is not a regular part of daily instruction (e.g. if the student uses a communication system for the portfolio entry but does not use the same system as a regular part of their instructional day). This also includes providing a student an accommodation that is not necessary (e.g. picture communication systems for students who clearly write and read print).
- Instructional programs that are designed to teach skills that do not address the curriculum content contained within the Academic Expectations (e.g., self-care, behavior, motor, etc.)
- Evidence or documentation that represents ongoing instruction, opportunities, or elements that are isolated events.
- Any fabrication of student work or performance data.
- Adding or subtracting portfolio evidence or entries after the completion deadline.

I have reviewed the Code of Ethics for Alternate Portfolios.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

*\*Please bring a signed Code of Ethics to the area scoring institute. A signed Code of Ethics is **required for each** alternate assessment portfolio submitted for scoring. Failure to bring a signed Code of Ethics will result in the alternate assessment portfolio being held by the KAP staff until a valid signed Code of Ethics is returned to the scoring institute or the KAP office.*

## Development of Entries and Evidencing Student Work

The portfolio entries serve as documentation of ongoing instruction and performance of the student. It is important to adjust programming when striving to improve assessment scores. Isolated opportunities to meet minimal requirements of the portfolio components do not serve the student and misrepresent the portfolio.

The heart of each entry is the student's work. Assessing a student's current level of performance through authentic assessment produces valuable information in evaluating the student's progress on targeted skills and progress in the general curriculum. As a whole, the portfolio should reflect:

- a process of learning and performance in the context of the general education curriculum,
- instructional techniques that are research based, and
- ongoing development by the teacher and student.

Each content area entry will evidence the components of each dimension of the Holistic Scoring Guide. Evidence should reflect student progress, instructional program opportunities, and the relationship to the Academic Expectations as defined in Transformations, Program of Studies, and Core Content for Assessment.

### Guidelines for Evidence

#### Primary/Secondary Evidence

Evidence contained within the alternate portfolio can be of 2 types: primary and secondary. Primary evidence is any type of direct observation of student performance. This might include:

- student products (anything the student has produced, either with or without assistance)
  - Students who are not physically able to write should be provided opportunities to create work using assistive technology (e.g., switch activated computer program, eyegaze, augmentative communication board that will allow participation in group activity, etc.)
  - Graphs must include:
    - name of student
    - dates
    - targeted skill written in measurable terms
    - key
    - labeled X and Y axis
    - Use of graph paper or computer graphing program (if computer graphing program is used, a sampling of corresponding raw data must be included in the portfolio)
    - data collected across the school year
- peer work
  - This should be paired with the work, possibly adapted, that the student in the alternate assessment completed within the same general education

environment alongside the peer

- It is acceptable to have the peer name included on the paper
  - It is recommended to note “peer work” on the work
- video/audiotapes
  - notes from parents, general education teachers, community support personnel, peers with the name and role of the person writing the note and what is documented (notes from special education staff are secondary evidence and must be combined with primary evidence to score anything)

Primary evidence may not be used more than once within or across entries. For example, if students are working within a social studies curriculum unit on world populations, the map they create on which they have written the population of specific South American countries can be used as primary evidence within the social studies entry. It cannot be copied and then used within the math entry, also. While integrated instruction is a best practice instructional technique, instruction within content areas should be over time, affording numerous opportunities to document performance without repeating evidence. Over time is defined as beginning (fall), middle (winter), and end (spring) of school year unless circumstances such as late enrollment or block scheduling are documented. Dates are required to document any evidence that must show “over time.” This would also apply to data. Best practice would give information on how a student is performing in specific content areas. A graph showing student progress on a targeted skill must be entry specific. For example, a student who is using a switch to communicate might have one graph that documents usage within language arts activities and one graph that indicates usage within vocational activities. Combined graphs will not be scored in more than one entry.

Secondary evidence is anything that is not a product of direct observation. Secondary evidence can support primary evidence when linked (e.g., a special education notation of setting on student work paired with peer work). Two pieces of secondary evidence will not evidence anything (e.g., special education teacher note on a photograph).

- photographs (photographs are not necessary to include in the alternate portfolio are not used in scoring)
- forms that indicate activities
  - This includes forms in which the teacher checks off the requirements of the portfolio such as Academic Expectations
- special ed teacher or paraprofessional letter
- lesson plans
- receipts
- any other information which cannot be directly linked to primary evidence.

Evidence in the entries:

- must relate to the Academic Expectations and content area of the entry,
- may relate by directly addressing the Academic Expectations of the respective content area entry or by being addressed within the context of content area instruction,

- If there is inclusion of identical evidence in more than 1 entry the identical evidence will only be scored the first time it appears, and
- must have targeted skill written on the entry cover sheet and will be scored as written.

It has been shown to be very beneficial in scoring if the portfolio pages are numbered and the evidence listed on the **required** entry cover sheets is designated by page number.

## Designing Programs that Yield Student Work Samples.

Kearns, Burdge, and Kleinert (Innovations, in press) describe a six step process for connecting standards-based instruction with assessment. Following are the steps with expanded suggestions.

### Connecting Standards-Based Instruction with Assessment

#### Step one: Link curriculum to standard

- select a standard
- select/design general education curriculum that works toward the standard
  - grade level curriculum
  - all students have access to all material

(If curriculum is already established and aligned to the standard then the teacher can begin with step 2.)

- develop an integrated curriculum (e.g. historical novel to connect language arts and social studies or measurement in science)
- plan for generalization among people, context, and materials

#### Step two: Define the outcome of instruction

- create detail standards based unit plans and activities that cover specific skills and concepts (when collaborating, simply use the general education teacher's unit plans)
- define the outcome of instruction for all students, including student with disabilities
- determine possible assessment formats and scoring guides

#### Step three: Identify and plan for instructional activities

- identify instructional activities (*Ideally this will be through collaboration with the general education teacher*)
- select instructional materials and adapt as needed (*It is best to adapt instructional materials from same grade materials so that age appropriateness is ensured and to more closely align with general ed. curriculum.*)
- determine needed assistive technology and incorporate Universal Design for Learning when planning activities
- create a format for all students to plan for, monitor, and evaluate performance

#### Step four: Target IEP skills and begin instruction

- target specific IEP objectives to embed in instruction
- develop specific assistive technology
- plan for generalization
- adapt self determination if needed
- establish natural supports (peer and adaptations)



- implement instructional plans (teach)
- keep in mind delivery type, learning styles, modalities, multiple intelligences, etc.
- collect ongoing work samples, grades, data
- use ongoing assessment/comprehension checks to refine instruction and if needed refine final assessment
- use self determination
- keep data
- collect work samples, peer notes, peer samples

**Step five: Select documentation learning and instruction**

- refine and implement culminating assessments
  - performance task
  - interviews
  - observation
  - constructive responses
- adapt assessment format as needed
- continue to compare performance with projected performance to measure progress
- select documentation from ongoing instruction and culminating assessments

**Step six: Organize the documentation**

- record and/or file assessment pieces and results
- collect work samples, gather teacher/peer notes, collect data
- use assessment results of skill attainment to re-teach or focus on subsequent lessons
- involve students in evaluating performance and planning for improvement
- use data to make instructional decisions for IEP skills
- work on self determination skills
- organize the material to create the entry and complete the required entry cover sheet

*Whether you think they can or you think they can't, you're probably right.*

*Anonymous*

# **KY ALTERNATE PORTFOLIO SCORING**

## **Alternate Portfolio Scoring**

Alternate Portfolios are scored using a holistic scoring process. A holistic scoring process will have the scorer view all the components of the alternate portfolio. Individual scores will not be assigned to each required content entry, but the evidence recorded on the scoring worksheet for each required content entry will be taken into consideration when determining the overall “holistic score”. Scorers are to review the alternate portfolio required components and the evidence within each required content entry. The scorer will record the evidence on a scoring worksheet, verifying that the evidence collected is within the guidelines of the KY Scoring Elaborations and Clarifications and the Calibrated Scoring Rubric. The appropriate dimension is then marked on the Holistic Scoring Rubric. The final holistic score is determined by a “cluster” of four indicators on the Holistic Scoring Rubric. The Final Scoring Rubric can be found on page 43 in this document.

Each Alternate Portfolio is scored independently by three trained scorers. The first and second scores are blind reads and the third score compares the evidence found by the first and second scorer to determine the final score. The official final holistic score is determined by a third scorer. The third scorer will record the reconciled score on the Final Holistic Scoring Rubric. Final holistic scorers will be incorporated into the school’s accountability index. Official CATS scores for each district will be released in the fall of the next academic year.

### **Alternate Portfolio Appeals Process**

In some instances, a teacher may not agree with the final score received at an area scoring institute. An appeals process is in place for the teacher.

Currently, the appeals process for the alternate portfolio, are delineated in the Kentucky Commonwealth Accountability Testing System Administration Guide and Teacher’s Guide. A teacher intending to appeal a score must follow these guidelines:

- the requesting teacher must make the appeal request at the end of the day at the area scoring institute where the alternate portfolio was scored and the teacher was present
- the requesting teacher must complete a rationale for the required components and/or dimensions that they believe are discrepant
- the requesting teacher must use the official Kentucky Alternate Portfolio Appeals Form
- the requesting teacher must submit the alternate portfolio to a KAP staff member before leaving the scoring institute and take a receipt for the appealed alternate portfolio

The appealed alternate portfolio will be secured by the KAP staff. If a teacher leaves the scoring site with the portfolio the appeal process will be waived.

The KAP staff will take the appealed alternate portfolios to a different area scoring

institute. State-certified scorers will score the appealed alternate portfolios, taking into consideration the rationales on the appeals form. The appeal scores will be recorded. The appealed alternate portfolios will be taken back to the KAP offices where they will be returned to the respective district assessment coordinator's office. The district assessment coordinator should receive the appealed alternate portfolio by mid-June of that respective accountability cycle.

***The appeals process may result in the score being raised, lowered, or remaining the same. The scores determined by the State certified scorer are final. There are no appeals of the appeal.***

The alternate portfolio has the equivalent impact in accountability index calculations as the assessment of a student who participates in the general CATS accountability. A score of "proficient" on an alternate portfolio has the same impact as a student who scores "proficient" in reading, mathematics, science, social studies, writing, arts and humanities, and practical living/vocational living. These cognitive indicators, along with non-cognitive measures for all students such as attendance, dropout and retention rates, and post-school outcomes, are employed to calculate a performance judgment for the school. Baseline performance status for each school has been determined using the combined results of the CATS tests from spring of 1999 and spring of 2000. At the end of each biennium thereafter, until 2014, a "performance judgment" will be calculated for each school using the results of the assessments conducted for those 2 years. Generally, schools will have performance judgments of "rewards", "progressing", or "in need of assistance."

When alternate portfolio scores are aggregated into each school's accountability scores, they are entered as follows:

		Reading	Math	Science	Social Studies	Arts & Humanities	Practical Living/Vocational Studies	Writing
4 <sup>th</sup> grade	4 <sup>th</sup> Grade	X		X				X
	5 <sup>th</sup> Grade		X		X	X	X	
8 <sup>th</sup> grade	7 <sup>th</sup> Grade	X		X				X
	8 <sup>th</sup> Grade		X		X	X	X	
12 <sup>th</sup> grade	10 <sup>th</sup> Grade	X					X	
	11 <sup>th</sup> Grade		X	X	X	X		
	12 <sup>th</sup> Grade							X

Accountability indices and related data points such as improvement goals will be calculated for schools classified as “A1” schools. Schools classified as “A1” offer a “general ed.” curriculum to which most students can and should be exposed. Schools classified as “A2 through A6” (as defined in 701 KAR 4:080) offer programs for special populations only. Students attending schools classified as “A2 through A6” will be included in the overall accountability program. These students’ scores will be tracked back to the A1 schools that would have served them on the specified date for establishing accountability rosters had they not required services offered by the A2-A6 schools they attend.

The Kentucky School for the Deaf and the Kentucky School for the Blind are not operated by a local school district but are Divisions of the Kentucky Department of Education which is governed by the Kentucky Board of Education. Both schools are comparable to an A1 school classification and treated as such. Local education agencies are held accountable for their students attending these schools and are responsible for providing input into students’ IEP’s which are designed to meet the needs of the individual students in accordance with Kentucky Administrative Regulations for Exceptional Children (707 KAR Chapter 1). This would also apply to those students with moderate to severe cognitive disabilities who attend these schools and qualify for the alternate portfolio.

If an “A1” school operates programs for special populations from outside the school’s normal service area, then the A1 school serving the students may request that assessment results of these students be attributed to the “sending A1” school. The decision of whether to request that assessment results be attributed to the “sending” school must be consistent over a given Accountability Cycle. This transfer of data may be applied to programs such as vocational-technical, special education, alternative, and gifted/talented programs.

*I came to KY 10 years ago, just after the alternate assessment was developed. The first Health & P.E. entry I saw was a student belted into a Rifton chair watching a P.E. class, rarely allowed out of the chair due to aggression. That student benefited greatly from improved instruction guided by the alternate assessment, and he has since graduated – walked across the stage with his peers, wore a tux and attended the prom. We have come a long way.*

*A Kentucky Teacher*

2003

## KY Alternate Portfolio Scoring Guidelines

### Scoring materials:

- ☐ pencils
- ☐ sticky notes
- ☐ KY Academic Expectations reference sheet
- ☐ scoring worksheet
- ☐ scoring rubric
- ☐ alternate portfolios
- ☐ scorer ID table roster

### Scoring steps:

1. Print your name next to a scorer ID number on the table roster.
2. Record your six digit scorer ID number.
3. Table leader assures that the portfolios are not from the school of any scorer at the table; KAP staff will reassign the portfolio to another table.
4. Ask the table leader for a portfolio to score.
5. Check to see if the portfolio is from your school or district, if it is, alert your table leader; do not score an\ portfolio from your school or your district.
6. Locate the scoring worksheet and write your six digit scorer ID number in the appropriate space, indicating if you are scorer #1 or scorer #2.
7. Verify that all the required components are included in the portfolio.
  - o use Post It Notes™ to separate the required components
  - o in the corresponding box(es) on the Scoring Worksheet write the page number(s) where the required component evidence is found

### Required Components Check

1. table of contents
2. student letter to the reviewer
3. parent/guardian letter of validation (if there's not a parent/guardian letter of validation with signature, look for 3 validation attempts documented with dates and type(s) of contact attempted)
4. description of schedule, student schedule and student use of schedule (there must be three dated examples over time from the current school year)
5. formal resume for 12<sup>th</sup> grade (typed on plain or resume paper)
6. vocational entry at 8<sup>th</sup> grade with career exploration

### Missing Required Components:

- a. If one required component is missing:
  1. put a “minus sign” in the corresponding box on the Scoring Worksheet
  2. score the alternate portfolio
  3. tally the Scoring Worksheet evidence
  4. mark the Scoring Rubric as scored, disregarding the missing component

5. adjust the score by moving down one level on the Scoring Worksheet
6. record the adjusted score on the Scoring Rubric
7. check the appropriate box on the Scoring Rubric to denote what required component was missing
- b. If two required components are missing:
  1. put a “minus sign” in each of the corresponding boxes on the Scoring Worksheet
  2. ask the table leader to verify that two of the required components are missing
  3. circle Incomplete on the Scoring Rubric
  4. the Table Leader will fill out the Final Scoring Rubric as Incomplete
  5. take the alternate portfolio and all scoring forms to a KAP staff member at the log in table

(Always verify that items are missing by looking in other sections of the alternate portfolio. For example, some developers put evidence in content areas. A developer may put the schedule component in the vocational entry as part of the entry evidence. Check thoroughly, it will save you and the developer some time later.)

If all are the required components are accounted for verify there are **5** content entries

### **Required Content Entries Check**

- verify that there are **5** required content entries corresponding to the required grade level
  - refer to page 15 of the KY Teachers Guide for the 5 content entries required at each grade level
  - on the Scoring Worksheet, write the name of the content entry in the corresponding box marked Entry #1, Entry # 2, Entry #3,Entry #4,orEntry #5

### **Score the Content Pieces:**

Using this method, you **score each dimension of the rubric separately**. Once each dimension has been scored, go back through the portfolio holistically and determine the final score. It may sound redundant but it requires you look at the portfolio several times, in different ways. You may catch something that you missed the first time through.

### **Score the Standards Dimension:**

- use the Scoring Worksheet as a running tally for the entire portfolio
- record page #'s on the Scoring Worksheet
- repeat this step for each required content entry
- count the number of KY Academic Expectations evidenced for the entire portfolio

- use the calibrated rubric to determine where the holistic score for the Standards Dimension will be recorded

Please use the materials on the scoring table to reference the KY Academic Expectations that are unfamiliar. Use the Content Entry Coversheet to guide the scorer towards the KY Academic Expectations that might have been overlooked.

#### **Score the Performance Dimension:**

- verify that the developer has listed a targeted skill on the entry cover sheet
- write the targeted skill in the appropriate box on the Scoring Worksheet for the Performance Dimension
- verify that the student has made progress on the targeted skill (must have a **graph** to denote student progress on the targeted skill)
- write the page number in the appropriate box on the Scoring Worksheet where progress on the targeted skill is evidenced
- verify that the evidence in the content entry is age appropriate (two years up or down, and at the 12<sup>th</sup> grade level 16 years of age to life)
- put a circle around YES or NO on the Scoring Worksheet to denote the “age appropriateness” of student work in the content entry
- repeat steps for each of the content entries
- if NO is circled for “age appropriateness” in any one of the required content entries within the alternate portfolio, then the Performance Dimension on the holist rubric must be scored at the Novice level
- if YES is circled for “age appropriateness” in all of the required content entries within the alternate portfolio use the Calibrated Rubric to determine the Performance Dimension score

#### **Score the Settings Dimension:**

- look for evidence of integrated settings
- the student must either be working on the targeted skill or a content area concept in order to score a place as a setting
- only integrated settings are counted
- record the integrated setting into the Settings section of the worksheet.
- record the integrated community settings next to the allowable community settings on the worksheet
- repeat for each entry

#### **Score the Support Dimension:**

- look for evidence of the supports in place for the student
- look for two types of support, people and “things.”
- adaptations and modifications can be very subtle
- record the page # in the corresponding blank on the scoring worksheet
- repeat for each entry



**Score the Social Relationship Dimension:**

- look for evidence of frequent, sustained or social networks
- look for letters, relationship building activities, and time spent with a non-disabled peer
- refer to the calibrated rubric
- write the page # in the corresponding blank on the scoring worksheet
- repeat this for each entry

**Score the Self Determination Dimension:**

- look for evidence of the student making choices that impact student learning of targeted skill
- look for evidence of the student planning on performance on targeted skill
- look for evidence of the student monitoring performance on targeted skill
- look for evidence of the student evaluating performance on the targeted skill
- look for evidence of the student using evaluation of performance to improve performance on the targeted skill (there should be one month or less between evaluation and use of evaluation)
- to have use of evaluation, the sessions must be dated
- documentation of self determination must be over time, therefore requiring evidence to be dated (e.g., fall, winter, spring)
- planning, monitoring, evaluation sheets primarily document self-determination and other information such as standards, settings, supports, and social relationships would be considered secondary evidence that would simply support primary evidence.
- record the page # onto the corresponding blank on the scoring worksheet

**Calibrate the Holistic Score:**

- transfer the information from the Scoring Worksheet to the Scoring Rubric using the Calibrated Rubric as a numerical guide
- look for a “cluster of four” to determine the holistic score

**COMPLETING THE SCORING RUBRIC:**

Find a cluster of four and circle the score on the Scoring Worksheet and the Scoring Rubric next to “1<sup>st</sup> or 2<sup>nd</sup> scorer”.

**Example A**

This portfolio would score Proficient.

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standards</b>	Portfolio products evidence little or no linkage to Academic Expectations.	Portfolio products evidence some linkage to Academic Expectations.	Portfolio products evidence linkage to most Academic Expectations.	Portfolio products evidence linkage to all or nearly all Academic Expectations.
<b>Performance</b>	Student participates passively portfolio products. No clear evidence of performance of specifically targeted IEP goals/objectives. Products are not age-appropriate.	Student performs specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environment in most entries. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments in all entries. Products are age-appropriate.
<b>Settings</b>	Student participates in a limited number of settings.	Student performs targeted IEP goals/objectives variety of integrated settings.	Student performs targeted IEP goals/objectives in a wide variety of integrated settings within and across most entries.	Student performance occurs in an extensive variety of integrated settings, within and across all entries.
<b>Support</b>	No clear evidence of peer supports or needed adaptations, modifications, &/or assistive technology.	Support is limited to peer tutoring. Limited use of adaptations, modifications, &/or assistive technology.	Support is natural with students learning together. Appropriate use of adaptation, modifications, &/or assistive technology.	Support is natural. Use of adaptations, modifications &/or assistive technology evidences progress toward independence.
<b>Social Relationships</b>	The student has appropriate but limited social interactions.	The student has frequent, appropriate social interactions with a diverse range of peers.	The student has diverse, sustained appropriate social interactions that are reciprocal within the context of established social contacts.	The student has sustained social relationships and is clearly a member of a social network of peers who choose to spend time together.
<b>Self-Determination</b>	Student makes limited choices in portfolio products. Planning, monitoring, evaluating of own performance is limited.	Student makes choices that have minimal impact on student learning in a variety of portfolio products. Planning, monitoring, evaluating of own performance is inconsistent.	Student consistently makes choices that have significant impact on student learning. Planning, monitoring, evaluating of own performance is consistent.	The student makes choices that have significant impact on student learning within and across all entries. Planning, monitoring, evaluating of own performance is clearly evident. Evaluation is used to improve performance and/or set new goals.

**Example B**

This portfolio would score Apprentice.

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standards</b>	Portfolio products evidence little or no linkage to Academic Expectations.	Portfolio products evidence some linkage to Academic Expectations.	Portfolio products evidence linkage to most Academic Expectations.	Portfolio products evidence linkage to all or nearly all Academic Expectations
<b>Performance</b>	Student participates passively portfolio products. No clear evidence of performance of specifically targeted IEP goals/objectives. Products are not age-appropriate.	Student performs specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environment in most entries. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments in all entries. Products are age-appropriate.
<b>Settings</b>	Student participates in a limited number of settings.	Student performs targeted IEP goals/objectives variety of integrated settings.	Student performs targeted IEP goals/objectives in a wide variety of integrated settings within and across most entries.	Student performance occurs in an extensive variety of integrated settings, within and across all entries.
<b>Support</b>	No clear evidence of peer supports or needed adaptations, modifications, &/or assistive technology.	Support is limited to peer tutoring. Limited use of adaptations, modifications, &/or assistive technology.	Support is natural with students learning together. Appropriate use of adaptation, modifications, &/or assistive technology.	Support is natural. Use of adaptations, modifications &/or assistive technology evidences progress toward independence.
<b>Social Relationships</b>	The student has appropriate but limited social interactions.	The student has frequent, appropriate social interactions with a diverse range of peers.	The student has diverse, sustained appropriate social interactions that are reciprocal within the context of established social contacts.	The student has sustained social relationships and is clearly a member of a social network of peers who choose to spend time together.
<b>Self-Determination</b>	Student makes limited choices in portfolio products. Planning, monitoring, evaluating of own performance is limited.	Student makes choices that have minimal impact on student learning in a variety of portfolio products. Planning, monitoring, evaluating of own performance is inconsistent.	Student consistently makes choices that have significant impact on student learning. Planning, monitoring, evaluating of own performance is consistent.	The student makes choices that have significant impact on student learning within and across all entries. Planning, monitoring, evaluating of own performance is clearly evident. Evaluation is used to improve performance and/or set new goals.

**Example C**

This portfolio would score Proficient.

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standards</b>	Portfolio products evidence little or no linkage to Academic Expectations.	Portfolio products evidence some linkage to Academic Expectations.	<del>Portfolio products evidence linkage to most Academic Expectations.</del>	Portfolio products evidence linkage to all or nearly all Academic Expectations
<b>Performance</b>	Student participates passively portfolio products. No clear evidence of performance of specifically targeted IEP goals/objectives. Products are not age-appropriate.	Student performs specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	<del>Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environment in most entries. Products are age-appropriate.</del>	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments in all entries. Products are age-appropriate.
<b>Settings</b>	Student participates in a limited number of settings.	<del>Student performs targeted IEP goals/objectives variety of integrated settings.</del>	Student performs targeted IEP goals/objectives in a wide variety of integrated settings within and across most entries.	Student performance occurs in an extensive variety of integrated settings, within and across all entries.
<b>Support</b>	No clear evidence of peer supports or needed adaptations, modifications, &/or assistive technology.	Support is limited to peer tutoring. Limited use of adaptations, modifications, &/or assistive technology.	<del>Support is natural with students learning together. Appropriate use of adaptation, modifications, &amp;/or assistive technology.</del>	Support is natural. Use of adaptations, modifications &/or assistive technology evidences progress toward independence.
<b>Social Relationships</b>	The student has appropriate but limited social interactions.	The student has frequent, appropriate social interactions with a diverse range of peers.	<del>The student has diverse, sustained appropriate social interactions that are reciprocal within the context of established social contacts.</del>	The student has sustained social relationships and is clearly a member of a social network of peers who choose to spend time together.
<b>Self-Determination</b>	Student makes limited choices in portfolio products. Planning, monitoring, evaluating of own performance is limited.	Student makes choices that have minimal impact on student learning in a variety of portfolio products. Planning, monitoring, evaluating of own performance is inconsistent.	Student consistently makes choices that have significant impact on student learning. Planning, monitoring, evaluating of own performance is consistent.	<del>The student makes choices that have significant impact on student learning within and across all entries. Planning, monitoring, evaluating of own performance is clearly evident. Evaluation is used to improve performance and/or set new goals.</del>

## Scoring Hints

### DO

- **confirm required items**
- refer often to the Elaborations/Clarifications of terms used in the Holistic Scoring Guide
- score each dimension independently: score dimensions from left to right
- adhere to the scoring criteria, the features defined, and the concept of each level
- only score what evidence you see
- note the evidence on the Scoring Worksheet (e.g. Settings dimension: notations such as “general ed. math class, bank, grocery”) assist in keeping track of both the number and types of settings evidenced in the portfolio)
- record page numbers onto the scoring worksheet, it helps the third scorer make an informed decision

### DON'T

- make assumptions about the meaning of terms
- score things that aren't evidenced. If you **think** the teacher gave instruction in the community but there is **no documentation, it can't be scored**. Special education teacher write-up's, comments, and photographs can support evidence but do not constitute evidence by themselves
- let personal/professional biases effect your score
- score from the entry cover sheet, evidence must be present
- score something more than once within the portfolio (e.g. once a data sheet has been scored to evidence progress, it can not serve as evidence for another entry)

### Some things that negatively influence scoring are:

- portfolio characteristics: thick vs. thin, handwritten vs. typed, organized vs. “not so” organized (neither extreme indicates the quality of the evidence)
- student characteristics: perceived ability level, physical characteristics, previous knowledge of the student
- professional expectations: teaching strategies, age level expectations (e.g. “Inclusion is easier at the elementary school so high school portfolios can't score well.”), deeply ingrained assessment standards from previous experiences

Table of contents		Student Name	38									
Student letter to reviewer												
Parent validation												
Student schedule			Student E Form #									
Description of use												
Student use of schedule x3			Scorer ID									
Resume (grade 12)												
		School Year										

Scorer # 1 \_\_\_\_\_

Scorer # 3 \_\_\_\_\_

Score: \_\_\_\_\_

Standards	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54		
	Entry:					#1			#2			#3			#4			#5		
Performance	Specifically targeted skill																			
	Progress on targeted skill																			
	Age appropriate products and materials throughout					Yes/No			Yes/No			Yes/No			Yes/No			Yes/No		
Settings	Integrated school/home																			
	Integrated school/home																			
	Integrated school/home																			
	Integrated school/home																			
	Integrated school/home																			
	Integrated school/home																			
	Integrated community 4 <sup>th</sup> /8 <sup>th</sup> /12 <sup>th</sup>																			
	Integrated community 8 <sup>th</sup> /12 <sup>th</sup>																			
Support	Peer tutor support																			
	Natural support																			
	Adaptations/modifications/assistive technology																			
Social Relationships	Frequent interactions																			
	Sustained-reciprocal interactions																			
	Social network of peers (1 entry only)																			
Self-Determination	Choices w/minimal impact 3x																			
	Choices w/significant impact 3x																			
	Planning 3x per entry																			
	Monitoring 3x per entry																			
	Evaluation 3x per entry																			
	Use of evaluation to improve performance 3x per entry																			

## ACADEMIC EXPECTATIONS

Entry cover sheet #	A.E. # by goals	Critical Function	Completed	Entry cover sheet #	A.E. # by goals	Critical Function	Completed
1	1.1	Accessing Information		28	2.12	Mathematical Structure	
2	1.2	Reading		29	2.13	Data	
3	1.3	Observing		30	2.14	Democratic Principals	
4	1.4	Listening		31	2.15	Political Systems	
5	1.5	Quantifying		32	2.16	Social Systems	
6	1.6	Computing		33	2.17	Cultural Diversity	
7	1.7	Visualizing		34	2.18	Economic Systems	
8	1.8	Measuring		35	2.19	Geography	
9	1.9	Mathematical Reasoning		36	2.20	Historic Perspective	
10	1.10	Classifying		37	2.21	Relationships	
11	1.11	Writing		38	2.22	Production	
12	1.12	Speaking		39	2.23	Analysis of Forms	
13	1.13	Visual Arts		40	2.24	Aesthetics	
14	1.14	Music		41	2.25	Cultural Heritage	
15	1.15	Movement		42	2.26	Cultural Diversity in the Humanities	
16	1.16	Electronic Technology		43	2.27	Language	
17	2.1	Science Activity		44	2.28	Second Language Proficiency	
18	2.2	Patterns		45	2.29	Family Life and Parenting	
19	2.3	Describing Systems		46	2.30	Consumerism	
20	2.4	Models and Scales		47	2.31	Physical Wellness	
21	2.5	Constancy		48	2.32	Mental/Emotional Wellness	
22	2.6	Evolution		49	2.33	Community Health Systems	
23	2.7	Number		50	2.34	Psychomotor Skills	
24	2.8	Mathematical Procedures		51	2.35	Lifetime Physical Activities	
25	2.9	Space and Dimensionality		52	2.36	Career Path	
26	2.10	Measurement		53	2.37	Employability Attributes	
27	2.11	Change		54	2.38	Post-Secondary	

### Calibrated Rubric

	Novice	Apprentice	Proficient	Distinguished
<b>Standards</b>		25 - 49% of Academic Expectations are evidenced.	50 - 74% of Academic Expectations are evidenced.	75% - 100% of Academic Expectations are evidenced.
<b>Performance</b>		IEP goals in 3 entries. All products/materials are age appropriate.	IEP goals in 4 entries. Progress in 4 entries. All products/materials are age appropriate.	IEP goals in 5 entries. Progress in 5 entries. All products/materials are age appropriate.
<b>Settings</b>		2 integrated settings per entry.	3 integrated settings per entry.	4 integrated settings per entry (4 <sup>th</sup> grade does not need any CBI; 1 CBI counted per entry) (8 <sup>th</sup> grade needs 1 CBI within the portfolio with 2 counted per entry) (12 <sup>th</sup> grade needs at least 2 CBI within the portfolio with 3 counted per entry).
<b>Support</b>		Peer tutoring in 3 entries, natural support in 3 entries, or a combination of both in 3 entries. Some adaptations/modifications/technology evidenced.	Natural support in 4 entries with adaptations/modifications/assistive technology throughout.	Natural support in 5 entries with adaptations/modifications/assistive technology throughout.
<b>Social Relationships</b>		Frequent interactions in 3 entries, sustained-reciprocal interactions in 3 entries or a combination of both in 3 entries.	Sustained, reciprocal interactions in 4 entries.	Sustained, reciprocal interactions in 4 entries with social network of peers in at least 1 entry.
<b>Self-Determination</b>		Choices with minimal impact in 3 entries, choices with significant impact in 3 entries, or combination of both in 3 entries, P/M/E in at least 3 entries	Choices with significant impact in 4 entries. P/M/E in 4 entries.	Choices with significant impact in all 5 entries. P/M/E in 5 entries. Use of E in 5 entries.

Each successive level of the rubric builds upon all aspects of the previous level.



## Scoring Rubric

The scoring rubric should guide instructional outcomes for students in the Alternate Portfolio Assessment.

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standards</b>	Portfolio products evidence little or no linkage to Academic Expectations.	Portfolio products evidence some linkage to Academic Expectations.	Portfolio products evidence linkage to most Academic Expectations.	Portfolio products evidence linkage to all or nearly all Academic Expectations.
<b>Performance</b>	Student participates passively in portfolio products. No clear evidence of performance of specifically targeted IEP goals/objectives. Products are not age-appropriate.	Student performs specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments in most entries. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments in all entries. Products are age-appropriate.
<b>Settings</b>	Student participates in a limited number of settings.	Student performs targeted IEP goals/objectives in a variety of integrated settings.	Student performs targeted IEP goals/objectives in a wide variety of integrated settings within and across most entries	Student performance occurs in an extensive variety of integrated settings, within and across all entries.
<b>Support</b>	No clear evidence of peer supports or needed adaptations, modifications, &/or assistive technology.	Support is limited to peer tutoring. Limited use of adaptations, modifications, &/or assistive technology.	Support is natural with students learning together. Appropriate use of adaptations, modifications, &/or assistive technology.	Support is natural. Use of adaptations, modifications &/or assistive technology evidences progress toward independence.
<b>Social Relationships</b>	The student has appropriate but limited social interactions.	The student has frequent, appropriate social interactions with a diverse range of peers.	The student has diverse, sustained, appropriate social interactions that are reciprocal within the context of established social contacts.	The student has sustained social relationships and is clearly a member of a social network of peers who choose to spend time together.
<b>Self-Determination</b>	Student makes limited choices in portfolio products. Planning, monitoring, evaluation of own performance is limited.	Student makes choices that have minimal impact on student learning in a variety of portfolio products. Planning, monitoring, evaluating of own performance is inconsistent.	Student consistently makes choices that have significant impact on student learning. Planning, monitoring, evaluating of own performance is consistent.	The student makes choices that have significant impact on student learning within and across all entries. Planning, monitoring, evaluating of own performance is clearly evident. Evaluation is used to improve performance and/or set new goals.

# **SCORING ELABORATIONS & CLARIFICATIONS**

## General Guidelines

### Check for Required Components:

- table of Contents
- student letter to the reviewer
  - must be in student mode of communication
  - can be completed in collaboration with teacher, parent, peer, etc, however, it must be clearly noted how the student was involved in the development of the letter
  - must reflect on contents of the portfolio
- parent/guardian validation letter with signature
- student schedule
  - actual schedule
  - evidence of use over time (must be dated to evidence “over time”),
  - and description of use
  - must be in student mode of communication
  - schedules must be dated and from the current school year
- 8<sup>th</sup> and 12<sup>th</sup> grade vocational entries
  - 8<sup>th</sup> grade – career exploration
  - 12<sup>th</sup> grade – formal resume (typed on plain or resume paper)
- five content area entries (see chart in the Alternate Portfolio Components section of this guide)

### Evidence in the entries:

- must directly address the Academic Expectations for the respective content area entry or be completed within the context of content area instruction,
- the inclusion of identical evidence in more than 1 entry will only be scored the first time it appears,
- work samples must be included to support data, generalization, planning, monitoring, evaluating, peer letters. (e.g., if the zoo is a setting for learning about animal habitats then there needs to be some instructional work included in which the student was learning about animal habitats),
- the targeted skill must be written on the entry cover sheet and it will be scored as written,
- it has been shown to be very beneficial in scoring if the evidence listed on the **required** entry cover sheets is designated by page number,
- it is highly recommended to number pages, and
- recommended pages is from 150 to 225 pages, including required components and Entry Cover Sheets.

## **STANDARDS DIMENSION:**

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standards</b>	Portfolio products evidence little or no linkage to Academic Expectations.	Portfolio products evidence some linkage to Academic Expectations.	Portfolio products evidence linkage to most Academic Expectations.	Portfolio products evidence linkage to all or nearly all Academic Expectations.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

### **General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

### **DEFINITIONS:**

- ***Academic Expectations***- learning goals identified by the Kentucky Department of Education as the standard set of knowledge achieved by all Kentucky high school graduates as they exit public school

### **DOCUMENTAION/SCORING SUGGESTIONS FOR STANDARDS DIMENSION:**

- Evidence of Academic Expectations must show that instruction was **accessible** for the student. (e.g. if student needs picture symbols to help read/learn about the information then work on the A.E. should be in picture symbol format).
- Additional Academic Expectations may be evidenced and will serve to further document “rich” portfolio entries.
- “Rich” entries are more likely to show evidence of instruction toward the acquisition of the Academic Expectations. Rich entries would be those that include evidence from a variety of instructional activities within the content area (e.g. language arts entry may contain journal entry, spelling test, book report, etc.)
- **The Kentucky Academic Expectations are the driving force behind instruction, entry evidence, and portfolio products.**
- Academic Expectations are scored across all entries; each A.E. needs only be

evidenced one time for the entire portfolio.

- Academic Expectations can be scored in any entry (e.g. reading 1.2 can be documented in a science entry).

Academic Expectations are Kentucky's learning standards and are required to be assessed by IDEA 97 and No Child Left Behind. It is important to provide instruction in as many A.E. as possible. Instruction should guide the educational plans throughout the year and reflect the learning style of the student.

*My principal and assistant principal walked by the door when we were practicing our monologue in English class.*

*All students were to recite the first 17 lines of Mark Antony's eulogy. My students along with peer tutors learned to say one line in sequence. The first student said her line, "Friends, Romans, countrymen lend me your ears." Each student continued with the last student reciting, "And Brutus is an honorable man."*

*The assistant principal said, "They did a really good job." The principal clarified, "No, that isn't really good – that is Shakespeare!"*

*KY Teacher  
2002*

**LANGUAGE ARTS ENTRY****Required at all grades****ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Accessing Information	Observing
Reading	Listening
Writing	
Speaking	
Using Electronic Technology	

**MATHEMATICS ENTRY****Required at grades 4 & 8; by choice grade 12****ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Quantifying	Mathematical Procedures
Classifying	Space and Dimensionality
Structure and Function of Numbers	Measurement
Mathematical Reasoning	Change
Mathematical Structure	Measuring
Data	Computing
Visualizing	

**SCIENCE ENTRY****Required at grade 4; by choice grades 8 & 12****ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Scientific Activity	Describing Systems
Patterns	Models and Scales
Constancy	Evolution

**SOCIAL STUDIES ENTRY****Required at grade 4; by choice grades 8 & 12****ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Democratic Principles	Geography
Structure and Function of Social Systems	Historic Perspective
Structure and Function of Economic Systems	
Interpersonal Relationships	
Structure and Function of Political Systems	
Cultural Diversity	

**VOCATIONAL ENTRY****Required at grades 8 & 12; not applicable at grade 4****ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Career Path  
Employability Attributes/Transition Skills  
Post-Secondary Opportunities Search

**HEALTH AND PHYSICAL EDUCATION ENTRY****By choice for each grade level**

**ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Family Life and Parenting Consumerism  
 Physical Wellness Mental and Emotional Wellness  
 Community Health Systems Psychomotor Skills  
 Lifetime Physical Activities

**ARTS AND HUMANITIES ENTRY**

**By choice at each grade level**

**ACADEMIC EXPECTATIONS TO BE EVIDENCED:**

Production	Visual Arts
Music	Movement
Analysis of Forms	Aesthetics
Cultural Heritage	Cultural Diversity
Language	Second Language Proficiency

## Kentucky's Learning Goals And Academic Expectations

The centerpiece of Kentucky's education reform effort is its vision of what students should know and be able to do as a result of their school experience. Every aspect of the reform movement is designed to promote student attainment of these goals and to measure our progress in helping them to do so.

Assumption underlying KERA

All students are capable of learning.

The expectations for students are set forth as the six learning goals of KERA. These goals led to the development of the academic expectations that characterize student achievement of the goals. All Kentucky students are expected to achieve the goals and academic expectations.

### 1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. (**Accessing Information**)

Examples:

- Requests assistance/information,
- uses research tools (dictionary, internet, encyclopedia, glossary),
- asks questions for information/assistance,
- newspaper for information,
- gathers information by observing environment (signs, symbols, print)

- 1.2 Students make sense of the variety of materials they read. (**Reading**)

Examples:

- Reads signs/print/symbols/pictures,
- follows directions in print/ symbols/pictures,
- reads instructions/letters/books/newspapers,
- uses "social story",
- learns sight words/phonics,
- uses print/ picture schedule,
- sequences story illustrations,
- **uses** switch to begin recorded reading,
- turns pages of a book

- 1.3 Students make sense of the various things they **observe**.

Examples:

- Visually scans objects/print,
- matches objects/pictures/print,
- describes things seen,
- classifies materials by attributes,
- attends to materials/people

- 1.4 Students make sense of the various messages to which they **listen**.

Examples:

- Answers questions about something heard,
- converse with others,
- follows verbal directions,
- classifies sounds,
- listens to music/drama/lectures/presentations/taped information

- 1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

#### 1.5 Quantifying



Examples:

- Identifies numerals,
- puts numbers in order,
- counts, uses one-to-one correspondence,
- graphs information,
- uses next dollar strategy,
- determines more/less

#### 1.6 **Computing**

Examples:

- calculates using mental math/manipulatives/paper-pencil/ calculator/number line,
- counts items/objects/money,
- identifies math functions (+, -, =, x, etc.)

#### 1.7 **Visualizing**

Examples:

- use measurement tools
- identify characteristics of line segments (parallel, perpendicular)
- select appropriate graph to represent data
- compare graphed information

#### 1.8 **Measuring**

Examples:

- Measures length/volume/time/weight/height/distance/ temperature,
- cuts paper to a model,
- uses measuring tools (cup, ruler, yardstick, thermometer, scale, etc.)

#### 1.9 **Mathematical Reasoning**

Examples:

- follows procedure/routine/task analysis in order,
- predicts/anticipates next event,
- matches shapes,
- Puts numbers in order
- compares graphed information

#### 1.10 Students organize information through development and use of **classification** rules and systems.

Examples:

- Demonstrates same/different,
- sorts by color/shape/size/function,
- identifies familiar/unfamiliar people

#### 1.11 Students **write** using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Examples:

- Constructs story/letter/shopping list/resume/journal,
- constructs picture/printed messages,
- writes personal information,
- types/ dictates/traces/copies from model,

#### 1.12 Students **speak** using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Examples:

- Uses phone/TTD,
- engages in conversations,
- states personal information/wants/ needs/feelings,
- tells story verbally/ symbolically,
- communicates by verbalizing/ vocalizing/signing/ gesturing/pointing/augmentative devices/assistive technology/ using symbols

#### 1.13 Students make sense of ideas and communicate ideas with the **visual arts**.

Examples:

- Creates artistic products (collage, paint, graphic art, computer art, cards, brochures, decorations) through a variety of means,
  - makes artistic choices based upon color/ shape/visual presentation,
  - classifies visual art by properties/style/media
- 1.14 Students make sense of ideas and communicate ideas with **music**.  
Examples:
- uses musical instruments,
  - demonstrates musical preferences,
  - sings,
  - takes part in musical performances/productions,
  - classifies music by style/ instrumentation/genre/mood
- 1.15 Students make sense of and communicate ideas with **movement**.  
Examples:
- Moves body/body parts upon request,
  - imitates body movements,
  - dances/runs/jumps/walks/etc.
- 1.16 Students use computers and other kinds of **technology** to collect, organize, and communicate information and ideas.  
Examples:
- Uses adaptive/assistive technology,
  - uses computer/scanner/ camera/calculator/radio/tv/vcr/TTD/augmentative communication device/switch

**2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.**

**Science**

- 2.1 Students understand **scientific ways** of thinking and working and use those methods to solve real-life problems.  
Examples:
- Predicts what will happen in scientific activity,
  - classifies objects by properties,
  - describes scientific processes (plant/ animal growth, food chain, states of matter, weather patterns, etc.),
  - conducts experiment,
  - participates in science fair,
  - uses scientific method
- 2.2 Students identify, analyze, and use **patterns** such as cycles and trends to understand past and present events and predict possible future events.  
Examples:
- Follows models/patterns to make inferences/predictions,
  - follows/manages schedule,
  - predicts/anticipates next event,
  - follows common routines,
  - demonstrates first/next/last (ordinal positions)
- 2.3 Students identify and analyze systems and the ways their components work together or affect each other. (**Describing Systems**)  
Examples:
- Describes systems (physical/ biological),
  - describe how to conduct an experiment,
  - matches body part with function
- 2.4 Students use the concept of scale and **scientific models** to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

Examples:

- Constructs models of physical science systems/environments/ objects/people,
  - role plays using models
- 2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance. (**Constancy**)
- Examples:
- predicts/anticipates next event
  - explore the characteristics of the atmosphere and how the water cycle affects the atmosphere, clouds, weather, and climate
  - understand that all animals depend on plants for food
- 2.6 Students understand how living and nonliving things change over time and the factors that influence the changes. (**Evolution**)
- Sequences life stages of plants/animals
  - Sequences physical science processes (erosion, weather, etc.)

## Mathematics

- 2.7 Students understand **number** concepts and use numbers appropriately and accurately.
- Examples:
- Counts, uses 1-to-1 correspondence,
  - identifies numerals, tells time,
  - determines weight, s
  - sets dates,
  - solves math problems,
- 2.8 Students understand various **mathematical procedures** and use them appropriately and accurately.
- Examples:
- Solves math problems,
  - uses 1-to-1 correspondence,
  - uses next dollar strategy, measures,
  - uses number line, uses a calendar/ clock/calculator,
  - demonstrates more/less, first/next/last
- 2.9 Students understand **space and dimensionality** concepts and use them appropriately and accurately.
- Examples:
- Uses geometric shapes in art or patterns,
  - demonstrates prepositional placements,
  - classifies by size/shape/physical attributes,
  - knows right/left
- 2.10 Students understand **measurement** concepts and use measurements appropriately and accurately.
- Examples:
- Demonstrates concepts of big/little/more/less/heavy/light,
  - measures length/volume/time/temperature,
  - uses measurement tools
- 2.11 Students understand mathematical **change** concepts and use them appropriately and accurately.
- Examples:
- Uses calendar/schedule,
  - demonstrates concepts of first/next/last,
  - uses measurement to compare/contrast,
  - graphs data,
  - sequences growth patterns,
  - demonstrates alike/different
- 2.12 Students understand **mathematical structure** concepts including the properties and logic of

various mathematical systems.

Examples:

- Classifies math problems by properties/functions,
- performs calculations,
- demonstrates knowledge of numerical quantities,
- fills in numbers on number line/clock face/chart,
- counts with correspondence,
- demonstrates more/less

- 2.13 Students understand and appropriately use statistics and probability. **(Data)**

Examples:

- Tallies,
- graphs,
- charts,
- conducts survey

## Social Studies

- 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. **(Democratic Principles)**

Examples:

- Demonstrates appropriate behavior,
- follows rules,
- works cooperatively in groups,
- participates in voting, does community service,
- participates in making group decisions,
- demonstrates self determination

- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. **(Political Systems)**

Examples:

- Demonstrates knowledge of authority,
- participates in voting,
- follows rules of community/social system/government

- 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. **(Social Systems)**

Examples:

- Participates as group/team/club member,
- demonstrates who belongs in which groups,
- makes contributions to community

- 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. **(Cultural Diversity)**

Examples:

- Learns about other cultures,
- describes customs,
- participates in cultural activities/festivals/productions

- 2.18 Students understand **economic principles** and are able to make economic decisions that have consequences in daily living.

Examples:

- Budgets, purchases,
- shops comparatively,
- uses token economy,
- identifies money,

- 2.19 Students recognize and understand the relationship between people and **geography** and apply their knowledge in real-life situations.

Examples:

- Finds locations within school/home/community/workplace using directional cues,
  - uses map/globe,
  - identifies pictures of geographic formations/places,
  - gives directions to a location,
  - identifies street/city/state,
  - uses directional symbols/tools (compass, map, etc.),
  - uses travel information
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop **historical perspective**.
- Examples:
- Demonstrates knowledge of yesterday/today/tomorrow/past/ present/future,
  - relates details of past event,
  - sequences chronologically,
  - studies historical facts
- 2.21 (Incorporated into 2.16) (**Relationships**)
- Examples:
- Describes social interactions,
  - role plays social situations,
  - develops friendships,
  - functions within a social network,
  - demonstrates appropriate social behavior,
  - identifies emotions,
  - offers assistance,
  - shares,
  - takes turns

## Arts and Humanities

- 2.22 Students create works of art and make presentations to convey a point of view. (**Production**)
- Examples:
- Creates posters/banners/cards/decorations/crafts,
  - draws,
  - colors,
  - sings,
  - writes poem/story,
  - creates artistic product/performance
- 2.23 Students analyze their own and others' artistic products and performances using accepted standards. (**Analysis of Form**)
- Examples:
- Makes choices based upon artistic preferences,
  - identifies shapes/colors/properties in works of art, identifies emotions connected to works of art/artistic performances,
  - compares art forms/performances
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities. (**Aesthetics**)
- Examples:
- Makes choices based upon artistic preferences,
  - attends/ participates in artistic performances,
  - describe look and feelings regarding works of art/artistic performances
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. (**Cultural Heritage**)
- Examples:
- Places a & h events within the context of past/present/future,
  - visits museums/performances,

- demonstrates events within own life experience in a production or story format
- 2.26 Through the arts and humanities, student recognizes that although people are different, they share some common experiences and attitudes. (**Cultural Diversity in the Humanities**)  
Examples:
  - Classifies music/art according to style/culture/history
- 2.27 Students recognize and understand the similarities and differences among languages.  
Examples:
  - Demonstrates **language** functions (conversation/convey information/statements/questions/greetings),
  - use conversational turn taking, uses language conventions (tone, vocabulary, etc.) appropriately
- 2.28 Students understand and communicate in a **second language**.  
Examples:
  - Uses American Sign Language,
  - learns words/phrases in a different language

### Practical Living

- 2.29 Students demonstrate skills that promote individual well-being and healthy **family relationships**.  
Examples:
  - Contributes to family life,
  - performs household chores,
  - cooks,
  - budgets,
  - participates in childcare,
  - shares in family responsibilities
- 2.30 Students evaluate **consumer** products and services and make effective consumer decisions.  
Examples:
  - Shops comparatively,
  - makes purchases, uses next dollar,
  - budgets, makes/uses grocery list,
  - uses retail stores,
  - makes change,
  - makes choices using advertising,
  - matches goods with stores
- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own **physical well-being**.  
Examples:
  - Participates in exercise/sport/diet/self care activities,
  - follows safety procedures,
  - makes food choices based upon nutrition,
  - maintains exercise/weight charts,
  - cares for simple wound,
  - completes daily hygiene routines,
  - selects appropriate clothing for the weather
- 2.32 Students demonstrate strategies for becoming and remaining **mentally and emotionally healthy**.  
Examples:
  - Identifies emotions,
  - role play emotional situations,
  - manages behavior in a variety of situations,
  - demonstrate reciprocal friendships,
  - discuss feelings
- 2.33 Students demonstrate the skills to evaluate and use services and resources available in their

community. (**Community Health System**)

Examples:

- Differentiates between health care workers,
- locates health care systems for specific needs

2.34 Students perform physical movement skills effectively in a variety of settings. (**Psychomotor**)

Examples:

- Participates in exercise/sports/physical activities,
- demonstrates ambulation,
- imitates body movements,
- moves body/body parts upon request,
- demonstrates reach/grasp/ release in educational and other activities,
- exhibits movement associated with becoming more independent, dresses/undresses

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives. (**Lifetime Physical Activities**)

Examples:

- Participates in activities that enhance/maintain physical conditioning,
- participates in regular exercise/sports activities

## Vocational Studies

2.36 Students use strategies for choosing and preparing for a career. (**Career Path**)

Examples:

- Explores variety of job/volunteer opportunities (including training, education, pay, requirements, etc.) in a community,
- expresses job preferences based upon likes/ skills,
- participates in school/community jobs

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. (**Employability Attributes**)

Examples:

- Attends to task,
- completes task,
- self evaluates job performance,
- requests assistance as needed on jobs,
- interacts appropriately with coworkers,
- follows workplace rules for safety/conduct/appearance,
- brings materials to class/job,
- keeps track of school/ job materials/supplies,
- participates in transition planning

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other **postsecondary** training or to get a job.

Examples:

- Makes a list of skills needed to transition from school to work,
- develops a resume,
- completes job applications,
- uses community transportation,
- performs job search (internet/newspaper/interviews),
- makes job choices based upon preferences/skills

## **PERFORMANCE DIMENSION:**

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Performance</b>	Student participates passively in portfolio products. No clear evidence of specifically targeted IEP goals/objectives. Products are not age-appropriate.	Student performs specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives that are meaningful in current and future environments. Products are age-appropriate.	Student work indicates progress on specifically targeted IEP goals/objectives in current and future environments in all entries. Products are age-appropriate.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

### **General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

### **DEFINITIONS:**

- **Participates-** student takes part in the activities within the entries but it is not clear what he/she was expected to learn
- **Targeted Skills/IEP Goals-** what the student is supposed to learn within an entry; should be directly related to the IEP goals/objectives; must be observable/measurable
- **Meaningful-** the degree to which an activity has meaning for a student in current or future integrated environments and results in increased capacity or independence; meaningful skill instruction is based upon a student’s needs in his/her school, home, community, and workplace
- **Progress-** the forward movement of student **performance on a targeted IEP goal/objective** from a beginning to a more advanced level; this must be documented with instructional data and graphs (either teacher or student); progress cannot be documented on performance that begins at 100% or is “flat line” (e.g. begins at 84% and remains at 84% throughout)



- **Age-appropriate**- the degree to which the skills taught, the activities and materials selected, and the language used reflect the chronological age of the student. Work products and materials should be reflective of student work within two years younger or older, high school would be 16 years and older.

## DOCUMENTATION/SCORING SUGGESTIONS FOR PERFORMANCE

### DIMENSION:

- Participation in activities is not evidence of targeted IEP goals/objectives. It should be clear within each entry what the student is expected to learn.
  - The number of targeted skills within each entry must be limited to **one content area skill**.
  - The targeted skill must be specific to the content area entry (e.g., increase reading comprehension on science text and work is on comprehending science text)
  - Targeted skills must be documented by primary evidence.
  - **Age-inappropriate** activity(ies), material(s), or product(s) in just one entry will force a Novice score in this dimension, regardless of other evidence.
  - Score age appropriateness after examining the entire entry.
  - Instructional data must be charted/graphed to document progress and must include:
    - name of student,
    - date(s),
    - targeted skill written in measurable terms,
    - key,
    - X and Y axis labeled,
    - use of graph paper or computer graphing program, and
    - data collected across the school year (e.g., daily – weekly – monthly)
- \*If these elements are not present then the graph cannot be scored**
- \*If using KAP Silver or computer generated graphing program, must include a sampling of raw data (i.e., a few days of the original data taken on the targeted skill that link to the graphed data) or it will not score as progress**
- Progress should be over time.
  - Progress must be documented by a graph.
  - A separate graph/data sheet must be used for each entry (the same data will only be scored the first time it appears in the portfolio).
  - The targeted skill must be recorded on the entry cover sheet.

*“Get as much help as you can, when you need it.”*

## **SETTINGS DIMENSION:**

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Settings</b>	Students participate in limited number of settings.	Student performs targeted IEP goals/objectives in a variety of integrated settings.	Student performs targeted IEP goals/objectives in a wide variety of integrated settings within and across most entries.	Student performance occurs in an extensive variety of integrated settings, within and across all entries.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

### **General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

### **DEFINITIONS:**

- ***Integrated Settings***- instructional environments in schools and communities where natural proportions of students with and without disabilities have opportunities to interact
- ***Peer*** – student without identified cognitive disabilities who is within a 2 year age span of the targeted student; a peer at the high school level could be 16 years old or older (e.g., an adult coworker of any age)

### **DOCUMENTATION/SCORING SUGGESTIONS FOR SETTINGS DIMENSION**

- For rich generalization instruction should occur in the general education environment on a consistent basis.
- Settings will only be used in scoring if they are **directly related to instruction of/application of/generalization of the targeted skill or instruction on content area concepts/knowledge which are directly connected to the general education content.**
- To reach the Apprentice level, student must work on the targeted skill or content in 2 integrated settings within all entries (segregated settings may be evidenced, as well).
- To reach the Proficient level, student must work on the targeted skill or content in

- 3 integrated settings within all entries.
- To reach the Distinguished level, student must work on the targeted skill or content in 4 integrated settings within all entries. For 4<sup>th</sup> grade, only ONE community setting per entry will be counted toward the 4 integrated settings; for 8<sup>th</sup> grade, only TWO community settings per entry will count toward the 4 integrated settings; and for 12<sup>th</sup> grade, only THREE community settings per entry will count toward the 4 integrated settings. Additional community settings may be evidenced but will not be used in scoring. Throughout the entire portfolio, no community settings are required for 4<sup>th</sup> grade, one for 8<sup>th</sup>, and two for 12<sup>th</sup> grade. If the minimum required integrated community settings are not evidenced, the portfolio will score at the Apprentice level in the Settings Dimension.
- Community settings that require the same sets of behavior skills will be counted as ONE (1) setting (i.e. all fast food restaurants would be counted as ONE even if the student used McDonald's, Wendy's, and Hardee's; all grocery stores would be considered ONE setting; etc.).
- Community settings requiring different sets of behavior skills will be counted individually (e.g. using "next dollar" strategy at the grocery while peers are learning to budget, using it at the public library to buy copies of research articles that peers have found regarding a classroom social studies project, and using it to buy wholesale carnations with peers at a florist for the Student Council to sell for Sweetest Day would be scored as THREE settings).
- Community-based instruction must be **linked to the general class curriculum** (e.g. if the general science class is studying the rainforest, a group of students could go to the grocery to locate all the items they could find that are rainforest products, while the student with disabilities could purchase a rainforest snack item to take back to the class, working on the targeted skills of choice making and reach/grasp/ release to pay and carry).
- An average number of integrated settings per entry will be the basis for scoring in this dimension. Add total number of integrated settings for all 5 entries and divide by 5. For averages ending in ".5" or higher, round up. (e.g., 2.7 = 3, 1.2 = 1, 3.5 = 4, etc.).

#### LITERATURE REVIEW REGARDING INTEGRATED SETTINGS:

The facilitation of community integration cannot be accomplished by settings alone, but **should also consider other factors such as friendship and supports** (Kendrick, 1987).

High quality, integrated programs are those "in which students with disabilities are integrated into general ed. schools, into classrooms, and into the community **with non-handicapped peers**" (Task Force on the Education of Students with Disabilities, 1988, pg. 17).

In defining integrated programs, one criterion is actively **mixing children with and without disabilities** (Odom and McEvoy, 1988).

"(Integration includes) participation by persons with developmental disabilities in the same community activities in which non-disabled citizens participate, **together with**

**regular contact** with non-disabled citizens” (Developmental Disabilities and Bill of Rights Act, 1989).

A caution in providing community based instruction (or any other instruction, for that matter) is the avoidance of instructional procedures that stigmatize the student (Aveno, 1989; Meyer, Peck, and Brown, 1991). A single student or small group of students with disabilities in a community setting where there are no other age appropriate peers could be seen as “stigmatizing.”

“It is a major mistake to take students who are classified as having disabilities into the community during school hours to learn ‘functional’, community-referenced, or vocational skills unless other students in the general education classes are also doing this” (Stainback, Stainback and Moravec, 1992, pg.79).

In the 1994 document “Best Practice Recommendations of the Inclusive Task Force, Kentucky Department of Education for Inclusion of Students With Disabilities in General Education Settings”, integrated settings are defined in the glossary as “instructional and recreational environments in the schools and the community where **natural proportions of peers with and without disabilities** have opportunities to interact.” Cited on pg. 5 of this document are research findings from The First Comprehensive Report from the National Longitudinal Transition Study of Special Education Students (Wagner, et al 1991) which further documents the efficacy of **integrated** community-based programming. Page 10 of this document proposes the “use (of) **heterogeneous groups** in classroom, school, and **community** environments.”

The provision of instruction in community settings and in general educational activities need not be mutually exclusive. A merger of general and special education services can insure that students both **with and without disabilities** benefit from school and community learning environments (Falvey, 1995).

*“IDEA must move from a culture of compliance with a process to a culture of accountability for results.”*

*Rod Paige, U.S. Secretary of Education  
Press Release 2/25/03*

**SUPPORT DIMENSION:**

	Novice	Apprentice	Proficient	Distinguished
<b>Support</b>	No clear evidence of peer supports or needed adaptations, modifications, &/or assistive technology.	Support is limited to peer tutoring. Limited use of adaptations, modifications, &/or assistive technology.	Support is natural with students learning together. Appropriate use of adaptations, modifications, &/or assistive technology.	Support is natural. Use of adaptations, modifications &/or assistive technology evidences progress toward independence.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

**General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

**DEFINITIONS:**

- **Peer-** a student without identified cognitive disabilities who is within a 2 year age range of the targeted student; a peer at the senior high level could be 16 years old or older (e.g. an adult coworker of any age)
- **Support-** the degree of effectiveness of adaptations/modifications/assistive technology that is provided during learning and occurs during instruction; also reflected is the degree to which peers are utilized
- **Adaptations-** changes made to existing materials or instructional delivery in order to meet the needs of a student
- **Modifications-** substantial changes in what a student is expected to learn and/or demonstrate; modified from the general education curriculum
- **Assistive Technology-** devices/equipment used to assist students in developing and participating in meaningful academics, social relationships, and vocational activities; can range from *low technology* (e.g. unaided communication systems, sign language, etc.) to *high technology* (e.g. computers with switch interfaces, technology to assist with accessing learning standards)
- **Peer Tutoring-** peer support that is teacher directed; the student without disabilities is assigned to assist or teach the student with disabilities and he/she does not have a

comparably challenging learner outcome of his/her own

- **Natural Support-** support provided by peers in the context of students learning together (e.g. doing a school project together, assisting the student with disabilities in a general class activity with or without differentiated outcomes, assistance on the job provided by a coworker); support provided to all students in the context of general education (e.g. instruction provided by the general education teacher, help given by a general classroom volunteer, community worker using a student's adaptation within the context of a normally occurring interaction, support from a collaborative special education teacher/assistant/therapist in an integrated setting or vocational setting that is consistent with support provided to all students, etc.).

#### **DOCUMENTATION/SCORING SUGGESTIONS FOR SUPPORT DIMENSION:**

- When a student goes to a special area of the school (e.g. library, computer lab, etc.) by him/herself, natural support (typically given by the librarian, computer lab assistant, etc.) will only be counted if there is documentation that the work/activity engaged in is directly related to the general education curriculum (researching a topic for science unit, using the computer calculator to complete an assignment from economics, etc.).
- When a student with disabilities goes to a community site with a student without disabilities, both must have comparably challenging goals that come from the general curriculum. Otherwise, integrated settings may be scored but not natural support.
- Documentation that the student receives instruction in the general education setting with the appropriate adaptations/modifications/assistive technology will evidence natural support.
- Natural support in the community by service personnel must document the provision of assistance and the facilitation of meaningful support developed through proximity and frequent opportunity.
- Inclusion of peer work samples will serve to document "students learning together."
- Notes/comments from the general education teacher(s) will help evidence natural support.
- Adaptations/modifications/assistive technology do not need to be differentiated for scoring purpose but their distinctions are essential for the provision of instruction.
- To reach the Proficient level, natural support would need to be evidenced in 4 entries.
- To reach the Distinguished level, natural support would need to be evidenced in all 5 entries.
- For an entry to be scored as having peer tutor or natural support, three incidences of either over time must be evidenced. A combination of peer tutor and natural support within an entry would score at the peer tutor level.

#### **LITERATURE REVIEW REGARDING NATURAL SUPPORTS:**

The concept of natural supports is based on the understanding that **relying on typical people and environments** enhances the potential for inclusion **more effectively than**

**relying on specialized services and personnel.** Though apparently simple, this concept forces re-conceptualization of service delivery models and options, and at the same time, forces us to disassemble some of our thinking (Nisbet, 1992).

The key to effective use of natural supports is understanding its two crucial objectives: the **provision of assistance** in the least intrusive manner and the **facilitation of meaningful social relationships** (McDonnell, Hardman, McDonnell, and Kifer-ODonnell, 1995).

Assistance is most effective when it is linked to the **natural conditions for performance of the routine activity, using the normal resources from the setting** (McDonnell, Hardman, McDonnell, and Kifer-O'Donnell, 1995).

Social skill instruction is best taught within the context of an **on-going relationship** with another person (McDonnell, Hardman, McDonnell, and Kifer-O'Donnell, 1995).

A prerequisite for students, developing and maintaining relationships is **close proximity, frequent opportunity** (Hartup, 1975; Howes, 1981), and **assistance** where necessary (Falvey, 1997).

In an analysis of the research on relationships, Haring (1991) found that its inclusion as a valid was clearly justified as having a number of positive benefits. He found that there is a relationship between social skills use and a lessening of a need for programming based on behavioral control (p.197).

*How many children are discouraged from pursuing an education because teachers have taken it upon themselves to judge who can achieve and who cannot? I wasn't there to judge my students. My job as a teacher was to get their talents working. And that's what I tried to do.*

*-Marva Collins*

**SOCIAL RELATIONSHIPS DIMENSION:**

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Social Relationships</b>	The student has appropriate but limited social interactions	The student has frequent, appropriate social interactions with a diverse range of peers.	The student has diverse, sustained, appropriate social interactions that are reciprocal within the context of established social contacts	The student has sustained social relationships and is clearly a member of a social network of peers who choose to spend time together.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

**General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

**DEFINITIONS:**

- ***Appropriate Social Interactions***- interactions that reflect the chronological age of the student; interactions which facilitate/evidence positive behavior, communication, thoughtfulness, listening, sharing, common likes/dislikes, and trust
- ***Limited***- interactions which are infrequent in quantity/duration and/or have only a small number of people involved
- ***Frequent***- interactions that occur occasionally but not on a general basis and/or have several people involved
- ***Diverse***- peers both with and without disabilities, of different sexes, ethnic and cultural backgrounds
- ***Peer*** – student without identified cognitive disabilities who is within a 2 year age span of the targeted student; a peer at the high school level could be 16 years old or older (e.g., an adult coworker of any age)
- ***Sustained***- over time and on a regular basis (e.g., daily, weekly, or at least 3 units of study across the school year)
- ***Reciprocal***- mutual exchange among equals (e.g. members of the same class, organization, etc.)
- ***Established Social Contacts***- interactions that occur as a regular part of a person’s



day (i.e. in class, at work, etc.)

- **Social Network-** group of peers who, through their behaviors, let the person with disabilities know he/she is cared for, loved, respected, and a member of the group.

## DOCUMENTATION/SCORING HINTS FOR SOCIAL RELATIONSHIPS

### DIMENSION:

- The social relationship can be documented by both the student with a disability and the peer.
- Evidence that a student receives instruction on targeted skills within the context of general education classes on an ongoing daily or weekly basis will be considered “sustained” and “established social contacts.”
- To reach the Proficient level, the interactions must occur between students of equal status in 4 entries. Thus, interactions with peer tutors, regardless of their duration, will score at the Apprentice level.
- To reach the Distinguished level, there must be evidence that students choose to spend time together. This may be in the context of extracurricular activities (i.e. activities that are voluntary, non-instructional, occur over time, may take place before/during/after school, and are not necessarily school sponsored), mutual friendships, or through structured, relationship building activities (e.g. MAPS [Falvey, Forest, Pearpoint, & Rosenberg, 1994], Circle of Friends [Forest & Lusthaus, 1989] <http://www.inclusion.com>, Peer Power Activities [KY Systems Change Project, 1994], Peer Tutor Manual [KY Systems Change Project, 1996], Personal Futures Planning [O’Brien, 1987].)

### LITERATURE REVIEW REGARDING SOCIAL RELATIONSHIPS:

Social networks have been connected to some significant outcomes for people with disabilities, such as reduction in dependence on specialized delivery of services, increased interactions, positive gains in emotional/psychological well-being, and decreased possibility of institutionalization (Branch & Jette, 1982; Seltzer, Ivry, & Litchfield, 1987).

Being a member of a social network implies that a person can function within a wide variety of relationships, ranging from **sustained yet casual to mutual friendships** (Haring, 1991).

The validity of using social relationships as a criteria for “best practice” in educational service delivery is acknowledged because: “1) Social relationships contribute substantially to quality of life; 2) Social interaction skills, ideally produced within the context of an ongoing relationship with another person, are necessary for functional participation in many critical activities; 3) Many critical skills are maintained over time by complex, remote schedules of reinforcement but are maintained on an immediate basis by the socially reinforcing aspects of interacting with people with whom you have a relationship; 4) There is a relationship between social skills use and the lessening of a need for programming based upon behavioral control; and 5) There is an increasing awareness that *disability* is more an attitude held by professionals and non-handicapped people than it is a property or defining

characteristic of the person with disabilities” (Meyer, Peck, & Brown, 1991).

There are 5 critical attributes affecting the quality of social interactions: frequency, duration, intensity, proportion (**natural proportion** of people with and without disabilities), and symmetry (**relative status** of the participants) (Blaney & Freud, 1994).

The first step to developing friendships is **sharing time and space** (Jorgensen, 1998). Friendship itself cannot be taught but the skills associated with having friends can be taught and practiced (Stainback & Stainback, 1987).

“...peer interactions occur more frequently and that more advanced patterns of communication are used by children in inclusive settings” (Guralnick & Groom, 1988). While inclusion alone has positive benefits on communication and interaction, it is most effective combined with instructional programming and interventions (Orelove & Sobsey, 1996).

The inherent social relationships in the school community have significant impact on learning and behavior (Abery & Zajac, 1996).

“When students with disabilities are included in general education classes..., there is less confusion about whether (they) actually have friends or are merely spending time with students who are, in a sense, being ‘compensated’ (e.g. through academic or service credit) for being with them” (Jorgensen, 1998).

*E*ducation is understanding relationships.

- George Washington Carver

**SELF-DETERMINATION DIMENSION:**

	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Self Determination</b>	Student makes limited choices in portfolio products. Planning monitoring, evaluating of own performance is limited.	Student makes choices that have minimal impact on student learning in a variety of portfolio products. Planning, monitoring, evaluating of own performance is inconsistent.	Student consistently makes choices that have significant impact on student learning. Planning monitoring, evaluating of own performance is consistent.	The student makes choices that impact on student learning within and across all entries. Planning, monitoring, evaluating of own performance is clearly evident. Evaluation is used to improve performance &/or set new goals.

The following elaboration and clarifications to the scoring standards are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the standards.

**General Terms (used across dimensions):**

*consistently* - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples from ongoing instruction across the school year.

*within and across entries* - there are multiple evidences of a standard (e.g. accessing information); not only across portfolio entries (researching a science topic, researching information on an author, conducting a social studies interview), but *within* individual entries as well (e.g., researching a science topic, recording observations in science experiment, reading the science book).

**DEFINITIONS:**

- **Choice-** the degree to which the student has the opportunity to select, monitor, plan, and evaluate his/her performance within and among activities; valid choice-making opportunities give the student control over his/her environment and facilitate ownership of learning
- **Minimal Impact-** choices have little to do with the learning process (e.g. what color marker to use, what to eat for lunch, what restaurant/store to go to on CBI, etc.)
- **Significant Impact-** choices have direct connections to the learning process (e.g. goal setting, what to learn) how to learn or programming (e.g., making adjustments to schedule to facilitate learning, what partner to work with, etc.)
- **Planning-** making decisions about how to go about complex activities and goal setting (skill to work on, how to work on it, gathering needed supplies, orders own work sequence, determines how and when to study for test, etc.); **planning**

**must be done by the student, be in his or her mode of communication and relate to performance on the targeted IEP goal/objective**

- **Monitoring-** maintaining records of performance of an activity or of the steps within an activity (e.g. checks off tasks performed at work/home/or school, checks off items on a personal grooming list, stamps words read correctly on worksheet); **monitoring must be done by the student, be in his or her mode of communication and should to performance on the targeted IEP goal/objective**
- **Evaluation-** identifying those steps/parts of an activity that were performed well and those that need improvement; evaluation must be an integral part of daily instruction, not occurring only at the end of an entry; in order to *use evaluation*, there must be evidence that the student identified what he/she needed to improve **and** there was focused effort shown to improve on that skill/item the next time (this will require **sequential** student work in the entry); **evaluation must be done by the student, be in his or her mode of communication and relate to performance on the targeted IEP goal/objective**

#### **DOCUMENTATION/SCORING HINTS FOR -DETERMINATION DIMENSION:**

- Some activities have choices inherent (i.e. art, book reports, etc.) but it is best to document these so they are readily apparent to scorers.
- To reach the Proficient level, choices having significant impact on student learning must be evidenced in 4 entries.
- To reach the Distinguished level, choices having significant impact on student learning must be evidenced in all entries.
- Student planning/monitoring/evaluating is most easily documented by planning, monitoring, and evaluation sheets and may also include student performance graphs. These evaluation sheets should be formatted to highlight the student's current communication system in order for the instructional process to be meaningful for the student.
- In order to score at the Apprentice level, planning/monitoring/evaluation must be evidenced in at least 3 entries.
- In order to score at the Proficient level, planning/monitoring/evaluation must be evidenced in 4 entries.
- In order to score at the Distinguished level, planning/monitoring/evaluation/use of evaluation must be evidenced in all 5 entries.
- Self-determination is an area that needs direct instruction. Portfolio evidence should document that this instruction is taking place.
- Evidence must be dated and show opportunities across time.
- Choices, planning, monitoring, evaluation, and use of evaluation must be evidenced three times, over time, in each entry, therefore requiring dates.
- There should be one month or less between evaluation and use of evaluation.
- A separate PME sheet/tool should be developed for each entry. (a PME sheet developed to address every class/entry is often confusing the student and doesn't usually address the targeted skill).
- A PME sheet documents self-determination. Other evidence located on the PME sheet such as standards, settings, support, and social relationships would be

considered secondary evidence that would support primary evidence.

## **LITERATURE REVIEW REGARDING SELF-DETERMINATION DIMENSION:**

It has been well documented that students with disabilities achieve more and participate to a greater, more appropriate extent in activities in which they have some choice/control. **Students perform better when they have choices in tasks, materials, and methods** (Amabile & Gitomer, 1984).

**Individual preferences** as to learning style, materials, content, sequence, etc. should be of major concern in developing instructional plans and programs (Certo, Schleien, & Hunter, 1981; Falvey, 1986; Graham, 1981; Gutierrez-Griep, 1984; Wehman & Schelien, 1980).

It is just as important for people with disabilities to participate in the issues that affect their lives by making thoughtful, informed, and educated choices as it is for people without disabilities (Falvey, 1995).

The literature describes 2 levels of choices: **boundary choices** (significant impact on learning) and **everyday choices** (minimal impact on learning). Everyday choices need to be practiced in order to learn to make the most appropriate boundary choices (Smull & Danehey, 1994).

The procedure of 1) **making a decision**, 2) **performing**, 3) **evaluating the performance**, and 4) **adjusting future performance as a result of self-evaluation** serves to advance learners as active participants in promoting their own performance (Mithaug, Martin, Husch, Agran, & Rusch, 1988).

In order for individuals to become more competent in performance, strategies that can be used to adapt performance and expectations must be actively taught (Rusch, Chadsey-Rusch, & Johnson, 1991).

Self-determined individuals possess the skills of decision making, goal planning, goal setting, and self-evaluation (Serna & Lau-Smith, 1995).

Students who can self-evaluate are more motivated to set goals and select strategies to achieve those goals. Self-evaluation relies upon reflectively critiquing one's own performance based upon past behavior or comparing the performance to those of others (Serna, 1996).

When teachers assess student needs, design programs to reduce those needs, and then implement those programs **without involving the student**, the student is unprepared to do those things for him/herself once he/she leaves school (Mithaug, 1996).

When students are actively taught self management techniques, their reliance upon others for direction, feedback and reinforcement is lessened (King-Sears, 1999).

# Appendix

## KY ALTERNATE PORTFOLIO CODE OF ETHICS

### Portfolio Ownership

Consistent with CATS portfolio policy, **students must have primary ownership** of their portfolio. Any intervention from teachers, peers or others should enhance rather than remove or diminish that ownership. At no time should a student's portfolio performances be characterized as teacher, peer, or parent authored. Teachers, parents, friends, and peers assume support roles as listeners, responders, and encouragers.

In addition to portfolio ownership, the following ethical cautions must be considered in assisting students with disabilities to develop their own portfolios. The presence of these things may lead to a lowered portfolio score:

- The use of language that assigns a label to the student represents a violation of confidentiality. Statements like "The student attends an FMD classroom" or a picture of the classroom door that says "FMD classroom" suggest that the label applies to any student in the class.
- Descriptions of student behavior that provide a negative image of the student.
- Teacher authored material in places other than the entry cover page.
- The use of any accommodation/assistive device that is not a regular part of daily instruction (e.g. if the student uses a communication system for the portfolio entry but does not use the same system as a regular part of their instructional day). This also includes providing a student an accommodation that is not necessary (e.g. picture communication systems for students who clearly write and read print).
- Instructional programs that are designed to teach skills that do not address the curriculum content contained within the Academic Expectations (e.g., self-care, behavior, motor, etc.)
- Evidence or documentation that represents ongoing instruction, opportunities, or elements that are isolated events.
- Any fabrication of student work or performance data.
- Adding or subtracting portfolio evidence or entries after the completion deadline.

I have reviewed the Code of Ethics for Alternate Portfolios.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

*\*Please bring a signed Code of Ethics to the area scoring institute. A signed Code of Ethics is **required for each** alternate assessment portfolio submitted for scoring. Failure to bring a signed Code of Ethics will result in the alternate assessment portfolio being held by the KAP staff until a valid signed Code of Ethics is returned to the scoring institute or the KAP office.*

## Entry Cover Sheets

The Alternate Portfolio requires 5 entries which reflect grade level requirements. Each piece of evidence within an entry needs to be indicated on the official entry cover sheet. The targeted skill **must** be written on the entry cover sheet in order to be identified and thus scored. Since the targeted skill is required in the performance, settings, and self-determination it is important to record the targeted skill on the entry cover sheet. It is **strongly advised** to specify by page number where evidence can be found within each entry. Academic Expectations should be indicated on the 2<sup>nd</sup> page of the cover sheet.

Entry validation signatures serve 2 purposes. They document collaboration between general and special education teachers and they promote the philosophy that all faculty members within a school are responsible for the education of all students. All people who assist a student in developing a portfolio entry should be encouraged to validate the entry by signing the entry cover sheet(s). The presence or absence of validation signatures has no effect upon scoring.





**CONTENT AREA ENTRY COVER SHEET:** \_\_\_\_\_

Standards	Fill in standards evidenced on second page	
Performance	Specifically targeted skill	
	Progress on targeted skill	
	Age appropriate products and materials throughout	Yes/No
Settings	Integrated school/home	
	Integrated school/home	
	Integrated school/home	
	Integrated school/home	
	Integrated school/home	
	Integrated school/home	
	Integrated community 4 <sup>th</sup> /8 <sup>th</sup> /12 <sup>th</sup>	
	Integrated community 8 <sup>th</sup> /12 <sup>th</sup>	
Support	Peer tutor support	
	Natural support	
	Adaptations/modifications/A.T.	
Social Relationships	Frequent interactions	
	Sustained-reciprocal interactions	
	Social network of peers (1 entry only)	
Self-Determination	Choices w/minimal impact 3x	
	Choices w/significant impact 3x	
	Planning 3x per entry	
	Monitoring 3x per entry	
	Evaluation 3x per entry	
	Use of evaluation to improve performance 3x per entry	

**ENTRY VALIDATION:**

The student's work evidenced in this entry accurately reflects typical instructional programming directed toward the specified standards.

Instructional Team Signatures:

\_\_\_\_\_  
(Special Education Teacher)

\_\_\_\_\_  
(General Education Teacher)

\_\_\_\_\_  
(Name/Position)

\_\_\_\_\_  
(Name/Position)

## **ACADEMIC EXPECTATIONS**

Entry cover sheet #	A.E. # by goals	Critical Function	Page #	Entry cover sheet #	A.E. # by goals	Critical Function	Page #
1	1.1	Accessing Information		28	2.12	Mathematical Structure	
2	1.2	Reading		29	2.13	Data	
3	1.3	Observing		30	2.14	Democratic Principles	
4	1.4	Listening		31	2.15	Political Systems	
5	1.5	Quantifying		32	2.16	Social Systems	
6	1.6	Computing		33	2.17	Cultural Diversity	
7	1.7	Visualizing		34	2.18	Economic Systems	
8	1.8	Measuring		35	2.19	Geography	
9	1.9	Mathematical Reasoning		36	2.20	Historic Perspective	
10	1.10	CLASSIFYING		37	2.21	Relationships	
11	1.11	Writing		38	2.22	Productions	
12	1.12	Speaking		39	2.23	Analysis of Forms	
13	1.13	Visual Arts		40	2.24	Aesthetics	
14	1.14	Music		41	2.25	Cultural Heritage	
15	1.15	Movement		42	2.26	Cultural Diversity in the Humanities	
16	1.16	Electronic Technology		43	2.27	Language	
17	2.1	Science Activity		44	2.28	Second Language Proficiency	
18	2.2	Patterns		45	2.29	Family Life & Parenting	
19	2.3	Describing Systems		46	2.30	Consumerism	
20	2.4	Models and Scales		47	2.31	Physical Wellness	
21	2.5	Constancy		48	2.32	Mental/Emotional Wellness	
22	2.6	Evolution		49	2.33	Community Health Systems	
23	2.7	Number		50	2.34	Psychomotor Skills	
24	2.8	Mathematical Procedures		51	2.35	Lifetime Physical Activities	
25	2.9	Space and Dimensionality		52	2.36	Career Path	
26	2.10	Measurement		53	2.37	Employability Attributes	
27	2.11	Change		54	2.38	Post-Secondary	

## PARTICIPATION GUIDELINES FOR THE KY ALTERNATE PORTFOLIO ASSESSMENT

Student Name \_\_\_\_\_  
 DOB \_\_\_\_\_ Disability \_\_\_\_\_  
 School/ District \_\_\_\_\_

Students eligible for the KY Alternate Portfolio shall submit a completed Alternate Portfolio at the elementary, middle school, and high school levels. Alternate Portfolios shall be completed as follows:

<b>Elementary</b>	Fourth grade, no later than the school year in which the student is eleven (11) years old on October 1
<b>Middle School</b>	Eighth grade, no later than the school year in which the student is fifteen (15) years old on October 1
<b>High School</b>	The student's last anticipated year of school

Complete Section 1 for **all** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **and** 2 for students who are in middle school or high school. Attach additional pages, if necessary.

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

### Section 1 (for all students)

Y	N	has a current IEP;
Y	N	current and longitudinal data across settings in all relevant areas, including progress; monitoring and adaptive behavior have been reviewed and documents the ARC decision;
Y	N	demonstrates cognitive ability and adaptive behavior which prevent completion of the course of study, even with program accommodations or modifications or both; Documentation _____ _____
Y	N	current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in domestic, community living, recreational/leisure, and vocational activities in school, work, home, and community environments; Documentation _____ _____

- Y      N      the student's inability to complete the course of study is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences; and  
Documentation \_\_\_\_\_
- Y      N      the student is unable to apply or use academic skills at a minimal competency level in natural settings when instructed solely or primarily through school-based instruction.  
Documentation \_\_\_\_\_
- Y      N      participation in the Alternate Portfolio Assessment Program is stated in the IEP
- Section 2      Complete for middle and high school students.**
- Y      N      the student is unable to complete a regular diploma program even with extended school services, schooling, program accommodations or modifications or both;  
Documentation \_\_\_\_\_
- Y      N      the student is unable to acquire, maintain, or generalize skills, and to demonstrate performance without intensive, frequent, and individualized community-based instruction;  
Documentation \_\_\_\_\_
- Y      N      Admissions and Release Committee members agree that this student meets the participation guidelines for the Alternate Portfolio Assessment. The student will be excluded from other state-required assessment components; and
- Y      N      participation in the Alternate Portfolio Assessment is stated in the IEP.

**ARC Member Signatures****DATE**

ARC Chairperson \_\_\_\_\_

\_\_\_\_\_

Special Education Teacher \_\_\_\_\_

\_\_\_\_\_

General Education Teacher \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian \_\_\_\_\_

\_\_\_\_\_

Parent/Guardian \_\_\_\_\_

\_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

*Documentation on decision of how the student will participate in the alternate assessment is required on the IEP. This form is recommended but is not an official IEP document.*

## Table of Contents

<b>Letter to the Reviewer</b>	<b>p.</b>	_____
<b>Parent Validation Letter</b>	<b>p.</b>	_____
<b>Schedule</b>	<b>p.</b>	_____
_____	<b>p.</b>	_____
<b>1.</b>	<b>p.</b>	_____
<b>2.</b>	<b>p.</b>	_____
<b>3.</b>	<b>p.</b>	_____
<b>4.</b>	<b>p.</b>	_____
<b>5.</b>	<b>p.</b>	_____

## **Parent/Guardian Validation Letter**

**I have reviewed my child's portfolio and agree that it is reflective of the ongoing instruction and work he/she does.**

---

**Parent/Guardian Signature**

---

**Date**

**Comments:**

## Glossary

**accommodations-** changes in how a test or assessment is presented or in the response a test-taker gives (i.e. test format, response format, setting, timing, schedule); changes do not effect level, content, or performance criteria.

**access skills** - Access Skills – functional, social, communication, and motor skills that help the student gain access to the general curriculum. These skills are best taught and assessed within the context of ongoing, curriculum-based instructional activities.

**adaptations-** changes made to existing materials or instructional delivery in order to meet the needs of a student.

**age appropriate-** the degree to which the skills taught, the activities and materials selected, and the language used reflect the chronological age of the student.

**assistive technology-** strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (i.e. unaided communication systems, sign language, etc.) to *high technology* (i.e. computers with switch interfaces, etc.) and technology to assist with positioning, mobility, and recreation.

**behavior sets-** those behaviors a student must have to participate in or complete an activity; these behaviors are the same across similar settings but have variances across different settings. (e.g. making a purchase at a supermarket requires the student to locate the correct aisle, find the item, locate the checkout, stand in line, put the item on the conveyor belt, pay for the item, exit the store while making a purchase at a dept. store requires the student to locate the correct floor, use the elevator/escalator, find the correct section/department, find the item, locate the cash register station, stand at the station, pay for the item, leave the floor, locate the exit, exit the store, etc.).

**choice-** the degree to which the student has the opportunity to select, monitor, plan, and evaluate his/her performance within or among activities; valid choice making opportunities give the student control over his/her environment and facilitate ownership of performance.

**community-based instruction-** receiving instruction or applying skills in nonschool settings that have some relevance, relationship, and purpose at the current time or in the future; instruction/skill application in community environments where age-appropriate vocational, recreational, domestic, and community skills can be acquired.

**content area** – general education subject areas assessed by CATS (i.e. language arts, math, science, social studies, arts & humanities, vocational, and health & P.E.).

**contexts-** the degree to which the activities for instruction, performance, and generalization are age appropriate, functional, and meaningful (i.e. promote increased independence).

**consistently** - there are evidences of a dimension or standard throughout the portfolio (across entries); one or two isolated examples do not constitute consistent evidence; the general guideline for evidence to be considered “consistent” is instances/samples.

**entry** – collection of student work, data, peer notes, etc. related to the specific content areas.

**evaluates-** how the student identifies/describes those steps in an activity that she/he did well and those in which improvement is needed; evaluation is an intricate part of daily instruction, not at the end of an entry; to exceed the standard, the student must evidence the use of evaluation to adjust performance (i.e. the student identifies the steps in which improvement is needed and, as she/he plans the next performance, there is a focused effort shown to improve those identified steps).

**evidence-** student generated products that document the student's performance (i.e. actual student work, instructional program data, peer narratives, captioned or scripted video/audio tapes)

**functional-** the degree to which an activity or skill has meaning for a student in current or future integrated environments and results in increased capacity or independence; functional skill instruction is based upon a student's needs in his/her home, school, community, and workplace

**general curriculum** - the standards and benchmarks adopted by a Local Education Agency (LEA) or schools within the LEA that applies to ALL children. It is applicable to children with disabilities as well as non-disabled children and related to the content of the curriculum and not to the setting in which it is used. It is the basis of planning instruction for all students.

**generalization-** the ability to transfer learned skills, to other settings and to demonstrate those skills with other people, materials, and similar tasks

**inclusion-** chronologically age-appropriate membership of students with disabilities in a variety of settings including neighborhood schools, general education classrooms, and community and work settings; provision of the necessary supports to allow students to participate successfully in those settings

**instructional team-** persons responsible for day-to-day skill instruction and implementation of the student's educational plan (e.g. regular education teacher, special education teacher, teaching assistant, therapists, special area teachers, etc.); the members of the instructional team may or may not be members of the IEP team

**integration-** receiving instruction for part of the day in a general education setting for academic or social skill instruction that may or may not be the same for other students

**interactions-** the degree to which the student has access to peers without disabilities; *frequent interactions* are short term without opportunities for students to get to know one another (e.g. saying, "Hi" in the hallway, eating lunch in the same cafeteria); *sustained interactions* occur over time with opportunities for students to develop relationships (e.g. presence in regular education classrooms on a daily basis, belonging to the same club, being on a sports team)

**mainstreaming-** leaving special education class to participate in a regular education class for a part of the day with the intent of completing the same instructional goals set for other students (with adaptations and support as needed)

**meaningful skills-** skills that are critical for successful functioning in current and potential future inclusive environments and that are embedded within the context of daily routines and activities

**modifications-** substantial changes in what a student is expected to learn and/or demonstrate; changes may be in level, content, performance, test format, performance format and should be a modification of the general education curriculum.

**monitors-** maintains records of performance of an activity or of steps within an activity (e.g. checks off tasks performed at work or in school job, checks off items on a personal grooming list, checks off weekly scheduled household tasks performed at home)

**multiple settings-** instruction should occur in a variety of settings including classrooms, campuses, and communities and skills selected for instruction should be taught in the settings in which the activities typically occur

**natural support-** provided by typical peers, especially in the context of integrated activities (e.g. students doing a school job together, typical students assisting the student in a regular art class that all students are taking and learning together on cooperative tasks with or without differentiated standards, coworkers at a



vocational training site providing assistance or teaching the student a new skill, or 4th grade students interpreting the student's communication response to other classmates; provided by a regular education teacher, a collaborative special education teacher, or teaching assistant in an integrated setting consistent with the support provided to typical peers

**over time** – beginning, middle, and end of the school year

**partial participation**- the right of individuals to participate (given a variety of levels of support) in activities to the maximum extent possible.

**peer** – student without identified cognitive disabilities who is within a 2 year age range of the targeted student; a peer at the high school level could be 16 years old or older (e.g., an adult coworker of any age).

**plans**- evidences decision making about ways to go about complex activities (e.g., notes and gathers needed materials for science class, collects information on calendar events to share with parent, surveys class members to determine copies of project handout to copy, or orders own work sequence in community or school job for the day).

**portfolio**- showcase of student work that documents, measures, and reflects student performance and program effectiveness; portfolio tasks should be a natural part of daily instruction and provide opportunities for a wide range of instructional strategies.

**positive behavioral support**- the use of positive treatment/intervention approaches that are socially acceptable and that do not call undue attention to a student in order to maintain student dignity; the focus is to identify the function of the behavior (i.e. what purpose the behavior serves for the student) and the subsequent development and implementation of nonintrusive treatment/intervention strategies (i.e. reinforcement of appropriate behavior, curricular modifications, environmental rearrangements, errorless instructional strategies, etc.); the promotion of quality of life and inclusive opportunities underlies positive behavioral support systems.

**rubric**- scoring guide

**self-determination**- the ability to identify a personal vision and set and achieve goals; reflects personal skills and traits, including self esteem, assertiveness, self advocacy, control, choice making, and creativity.

**settings**- the degree to which multiple settings or environments are used for instruction and/or generalization (i.e. *specialized*: self contained special education school/classroom/resource room or work site; *school*: regular education classroom, library, cafeteria, playground, campus, etc.; *community*: integrated work site, post office, restaurant, store, public transportation, sports center, etc.).

**significant impact**- choices have direct connections to the learning process (e.g. goal setting, what to learn, how to learn or programming, making adjustments to schedule to facilitate learning, what partner to work with, etc.).

**student dignity**- treating individuals with respect in accordance with their chronological age, individual differences, and personal preferences.

**supports**- the degree of effectiveness of accommodations and adaptations provided during learning and that naturally occur during instruction; also reflected is the degree to which assistive technology and peers are utilized.

**systematic instruction** – principles and procedures of direct instruction (e.g. system of least prompts, multisensory cues, time delay).

**targeted skill**- what the student is to learn within an activity; targeted skills may/should be directly related to IEP goals and objectives.

***tutor/tutee support***- provided by peers who are assigned to assist or tutor the student and who do not have learner standards of their own to achieve.

## Information on Revisions to Kentucky Alternate Assessment

The Kentucky Alternate Initiative that is coordinating the revisions is one of three initiatives with the Kentucky General Supervision Enhancement Grant (GSEG), funded through the U.S. Department of Education, Office of Special Education Programs. The initiative's goal is to ensure that Kentucky's alternate assessment meets federal guidelines and is prepared for the upcoming changes in Kentucky's assessment and accountability system. Kentucky was the first state to include students with severe disabilities in their assessment and accountability system through the implementation of an alternate assessment. Indeed, Kentucky has led the nation in implementing alternate assessments. However, the recent changes in federal requirements (e.g. annual assessment and linkage to grade level content standards) provide us with a unique opportunity to build upon a tradition of quality.

The Alternate Assessment Initiative has laid out several activities to review the present assessment system and implement the design and assessment strategies which will come from recommendations made by teacher work groups, the Alternate Assessment Advisory Committee, and the GSEG Technical Advisory Committee (made up of national assessment experts, university staff, Kentucky Department of Education staff and general and special educators).

Following is a brief overview of the activities:

1. A work group consisting of general education teachers, special education teachers, and alternate assessment specialists conduct a content alignment study in language arts, math, science, and social studies to determine the extent to which students are accessing the general curriculum in these areas.
2. A work group consisting of general education teachers, special education teachers, and alternate assessment specialists conduct a content mapping to review and define the content assessed in language arts, math, science, and social studies across elementary, middle, and high school.
  - a. The content maps will include appropriate learning and assessment activities that are based on the theory of Universal Design for Learning.
  - b. Alternate assessment design specialists will recommend instructional/assessment strategies that can be used effectively with the content and design.
  - c. The alternate assessment design specialists will draft the alternate achievement standards working document for each area.
3. GSEG staff will conduct a field-test of the assessment and scoring strategies with a minimum of 72 students, 24 at each school level, and with geographical representation.
  - a. Teachers will review assessment materials and participate in focus group interviews regarding implementation with students.
  - b. Assessments will be scored using the current scoring rubric and a new rubric to determine the extent of scoring discrepancies between the two scoring instruments.

- c. The results will be reviewed by the Technical Advisory Committee and the Advisory Committee.
4. GSEG staff will prepare and conduct the state-wide implementation of the assessment and design implementation training material and supporting documents for training teachers.
5. A range-finding work group will identify the scoring rules and exemplars. Approximately 30 teachers implementing the redesigned alternate assessment will participate in identification or scoring exemplars and assist in decisions regarding scoring rules.
6. GSEG staff will design scoring training materials and implement scoring training statewide, monitor inter-rater agreement among scorers and the scoring distribution
7. Upon completion of all scoring a standard setting meeting will be convened to finalize the achievement standard sets (Basic, Proficient, and Advanced distributed across the four performance descriptors used in Kentucky (e.g., Novice, Apprentice, Proficient, Distinguished).
8. Finally, the Technical Advisory Committee will be convened to consider the results of the implementation and recommend validity studies to be conducted with the new data.

# The Alternate Portfolio

## What It Means for Your Child's Program

A Guide to the Alternate Portfolio Written for Parents, Families, and the Student

### What is the Alternate Portfolio?

A key part of Kentucky's landmark Education Reform Act of 1990 is school accountability –the idea that educators should be held accountable for what students are learning. This has led to new ideas about how to assess what students have learned in the context of general curriculum and to find out if students can really apply their learning. As a result, Kentucky has developed a statewide assessment system, in one component of which students keep portfolios (or collections) of their best work. These portfolios are scored during the 4th, 8th, and 12th grades – the results of these scores are then used to help determine if schools are meeting their goals of improving student performance.

Students in Kentucky presently have writing portfolios. An important question was how to include students with moderate to severe disabilities in developing portfolios. For some students, writing portfolios (even with adaptations) may not reasonably reflect their own learning goals and the progress they have made. So as to include all students in Kentucky in the school accountability process, the Alternate Portfolio was developed to more fairly represent these students' achievements.

### Who Developed the Alternate Portfolio?

A team composed of teachers across the state, local administrators, Kentucky Department of Education and University of Kentucky staff developed the Alternate Portfolio to reflect educational outcomes that are important for all students (including students with moderate to severe disabilities) and are consistent with the Kentucky Education Reform Act.

### How Do Students Qualify for the Alternate Portfolio?

The student's Admission and Release Committee makes this determination as a part of developing the student's Individual Education Program (IEP). Parents are, of course, an important part of that team. Another part of the participation guidelines is that the general education assessment system, even with

accommodations, is not an appropriate measure of what the student knows and is able to do. At the 8th and 12th grade levels, students in the Certificate or Non-diploma Program of Studies are to meet the participation guidelines for the Alternate Portfolio.

### What Goes in the Alternate Portfolio?

Your child's Alternate Portfolio should include a Table of Contents, a Letter to the Reviewer from your child, a letter from you, and 5 content area entries. Portfolios include your child's school schedule (written with photographs or pictures so that your child can understand it), examples of how your child communicates with others, a school and community job resume for your son or daughter if he/she is listed as a 12th grader, and content area entries developed by your child, his/her teacher, and other students (if it is a group project). Entries should be your child's best work and give examples of how your son or daughter can apply what he or she has learned.

### When is my child's Alternate Portfolio Scored and Who Scores It?

Your child's Alternate Portfolio is scored during his/her 4th, 8<sup>th</sup>, and 12<sup>th</sup> grade years. His/her portfolio will be scored the years he/she is 9 or 10 years old as of October 1, 13 or 14 years old as of October 1, and finally at age 18 (or during his/her last year in school).

Two trained scorers score your child's portfolio. The matching scores become the final score. In some instances, a portfolio may need to be scored by a third scorer to resolve any discrepancies. This score then becomes the final score. All portfolios are kept confidential during scoring.

### What is Done with the Score?

It is important to know that your child's Alternate Portfolio score is not used as an official part of his/her eligibility determination under federal and state special education guidelines (although your child's portfolio may tell us some very important things that he or she CAN do well). Rather your child's score is used

along with the scores of all the other students in your child's school to determine how well the school is doing in educating all of its students. It is very important for teachers, administrators, and parents to know that the school is making progress in teaching all of its students. While the Alternate Portfolio assesses student performance, it is primarily intended as a measure of how well the school is doing in educating your son or daughter.

### How is the Alternate Portfolio Scored?

The key standards for scoring the Alternate Portfolio include the elements that make up a world class education for students with moderate to severe disabilities. These include the extent to which your son or daughter's portfolio:

- illustrates **skills and activities important for your son or daughter** in order for him/her to progress in the general curriculum and that your child is able to **plan, monitor, and evaluate** his/her own performance in these activities
- gives examples of your child doing these skills **independently** or **without** the full assistance of a teacher. When a child does need assistance, receiving appropriate help from **non-disabled** peers is better than always relying on the assistance of a teacher or teaching assistant, and this is taken into account in the scoring
- illustrates a **variety of settings or places** in which your son or daughter is able to use his/her learned skills; these places can include general education classes, other areas of the school, community settings, and at home
- shows that your child has frequent opportunities for **interactions** with non-disabled peers and is able to be a member of a social network to enrich his/her life. An important part of all of our lives are people who support and encourage us
- shows that your child is involved in **age-appropriate** activities (similar to other students his/her age), and uses **assistive technology** and **adapted work**
- illustrates your child's learning and instruction within core content subjects identified as important for all students in Kentucky.

### How High are the Standards?

The Alternate Portfolio standards are clearly world class. For students with moderate to severe disabilities, they are set as high as the standards for students in general education. It is our hope that scores in the Alternate Portfolio will

increase with the effects of educational reform, and that more of these portfolios will score at the highest levels (Proficient and Distinguished) in succeeding years. It is also very important to note that low level Alternate Portfolio scores do not reflect that your son or daughter is not in a good program, or that he/she does not have a good teacher, but that we all are striving to improve instruction for all children Kentucky.

### What Can You Do to Support Your Child and His/Her Teacher in Developing The Portfolio?

An important part of KERA is to enable parents to be involved, active participants in their child's education. The Alternate Portfolio is designed to provide you this opportunity. First, at teacher conferences, ask to see your child's portfolio. If your son or daughter brings entries home (or even does a part of an entry at home) comment on them! Help your child to evaluate his/her own work, to find areas in which he/she needs to improve, and to think about his/her best work. Assist the teacher in enabling your son or daughter to apply the skills he/she has learned outside of the classroom. Emphasize the importance of your child's need to learn **real-life skills** that he or she can use with friends, at home, in the school, and the community. As a formal part of the Alternate Portfolio, you will be asked to validate the work in your child's portfolio. Some of the things you may want to include are:

- Does your child's portfolio reflect what he or she has learned? Does it give an accurate picture of your child's accomplishments?
- Are there areas in which you think your son or daughter has made particularly strong gains or areas in which you believe your child's school has done an especially good job?
- Are there important areas in which your son or daughter has not done as well as you expected?
- Has your son's or daughter's program taken full advantage of his or her own interests and strengths?
- Have you felt that you have been a full partner in your son or daughter's education?

The Alternate Portfolio means that your son's or daughter's education is **as important as anyone's** in determining whether your child's school is successful. With a strong partnership between the school, the student, and the family, we can take full advantage of this opportunity to create a truly world-class educational system for all of our children!

## ACKNOWLEDGEMENTS

The **Kentucky Department of Education** and the **Alternate Portfolio Assessment Project, Human Development Institute-University of Kentucky** extend our appreciation to the members of the **Alternate Portfolio Benchmark Committee** who reviewed portfolios for benchmarking and offered guidance during the development of this document. Finally, to the countless teachers in Kentucky that have assisted students in developing Alternate Portfolios, *thank you for your comments, criticism, and suggestions, as well as your commitment to assessment and accountability that includes ALL students. We are grateful for your contributions.*

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